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Adler University
2025-2026 Catalog
as of 12/18/2025

Catalog/Catalogue Home

CHICAGO CAMPUS

17 North Dearborn St.

Chicago, IL 60602

Phone: 312.662.4000

email: admissions@adler.edu

VANCOUVER CAMPUS

520 Seymour St.

Vancouver, BC V6B 3J5

Phone: 236.521.2500

email: admissions@adler.edu

ONLINE CAMPUS

17 North Dearborn St.

Chicago, IL 60602

Phone: 312.662.4058

email: admissions@adler.edu

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.

Higher Learning Commission

230 South LaSalle St., Suite 7-500

Chicago, IL 60604

800.621.7440 or 312.263.0456

Email HLC

The Doctor of Psychology (Psy.D.) in Clinical Psychology at the Adler University Chicago Campus has been accredited by the American Psychological Association (APA) since 1998.

Office of Program Consultation and Accreditation

750 First St. NE, Washington, DC 20002

800.374.2721

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

1001 North Fairfax St., Suite 510

Alexandria, VA 22314

703.535.5990

The Master of Arts in Counseling: Specialization in Rehabilitation Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP

1001 North Fairfax St., Suite 510

Alexandria, VA 22314

703.535.5990

Adler University's Community Health Services Internship in Clinical Psychology at the Adler University Chicago Campus has been accredited by the American Psychological Association (APA) since 2005.

Office of Program Consultation and Accreditation

750 First St. NE

Washington, DC 20002

800.374.2721

Email the APA Office of Program Consultation and Accreditation

The Master of Arts in Couple and Family Therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

COAMFTE

112 South Alfred St.

Alexandria, VA 22314

703.838.9808

Email COAMFTE

The Doctor of Philosophy in Couple and Family Therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

COAMFTE

112 South Alfred St.

Alexandria, VA 22314

703.838.9808

Email COAMFTE

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.

IAODAPCA

401 E. Sangamon Ave.

Springfield, IL 62702

217.698.8110

The Master of Arts in Counseling: Art Therapy (Chicago) is approved by the American Art Therapy Association (AATA).

AATA

4875 Eisenhower Ave., Suite 240

Alexandria, VA 22304

888.290.0878

The Master of Arts in Counselling: Art Therapy (Vancouver) is approved by the British Columbia Art Therapy Association (BCATA) and the Canadian Art Therapy Association (CATA).

BCATA

Suite 123 101-1001 W. Broadway

Vancouver, BC V6H 4E4

604.878.6393

CATA

P.O. Box 658, Stn Main

Parksville, BC V9P 2G7

Degree programs offered at Adler University Vancouver Campus have the consent of the Minister of Post Secondary Education and Future Skills under the authority of the Degree Authorization Act.

Ministry of Post Secondary Education and Future Skills, Government of British Columbia

P.O. Box 9080, Stn Prov Govt

Victoria, BC V8W 9E2

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

431 East Adams St., 2nd Floor

Springfield, IL 62501

Students can send an email to file complaints with the IBHE.

Adler University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education

1450 Energy Park Dr., Suite 350

St. Paul, MN 55108

651.642.0567

Select Adler University educational programs are approved by the Illinois Department of Veterans Affairs.

Adler University is approved by the American Psychological Association and the Illinois Department of Financial and Professional Regulation as a provider of continuing education (CE) programs.

All of Adler University's degree programs offered in British Columbia qualify for the Education Quality Assurance (EQA) designation as provided by the Ministry of Post Secondary Education and Future Skills.

Adler University is an institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA). A list of current authorized SARA member states is available at [NC-Sara Directory | NC-SARA](#). As a participating institution, Adler University adheres to a common set of standards for offering postsecondary distance education among member states, districts, and territories. The Agreement establishes comparable national standards for interstate offering of postsecondary distance education courses and programs.

State Contact Information

Complaint Resolution Contacts by State

If a student's complaint cannot be resolved after exhausting the Adler University complaint and 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, is provided per the Federal Higher Education Act, and should not be interpreted as informative of what agencies regulate Adler University, or in what states Adler is licensed or required to be licensed.

Alabama

Alabama Commission on Higher Education

P.O. Box 302000
Montgomery, AL 36130-2000

Alabama Department of Postsecondary Education
P.O. Box 302130
Montgomery, AL 36130-2130

Alaska

Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0505
Email the Alaska Commission of Postsecondary Education

Arizona

Arizona State Board for Private Postsecondary Education
1400 W. Washington St., Room 260
Phoenix, AZ 85007
Complaint information

Arkansas

Arkansas Higher Education Coordinating Board Arkansas Department of Higher Education
114 East Capitol Ave.
Little Rock, AR 72201

Email ADHE

California

Attorney General's Office, California Department of Justice
Attn: Public Inquiry Unit
P.O. Box 9044255
Sacramento, CA 94244-2550
Complaint form

Colorado

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202
Complaint information

Connecticut

Connecticut Department of Consumer Protection
165 Capitol Ave., Room 110
Hartford, CT 06106

Email the Department of Consumer Protection trade.practices@ct.gov
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
Email [the Attorney General's Office](#)

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
[Student Complaint FAQs](#)

Florida

Florida Commission for Independent Education
325 W. Gaines St., Suite 1414
Tallahassee, FL 32399-0400
[Complaint form](#)

Georgia

Georgia Nonpublic Postsecondary Education Commission
2082 E. Exchange Pl. #220
Tucker, GA 30084-5334
[Student complaint form.](#)

Hawaii

Hawaii Postsecondary Education Authorization Program
P.O. Box 541
Honolulu, Hawaii 96809
hpeap@dcca.hawaii.gov

Idaho

Idaho State Board of Education
Attn: State Coordinator for Private Colleges and Proprietary Schools
650 West State St.,
P.O. Box 83720
Boise, ID 83720-0037

Illinois

Illinois Board of Higher Education

431 East Adams, 2nd Floor

Springfield, IL 62701-1404

Email the Illinois Board of Higher Education 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 College Student Aid Commission

475 SW 5th St., Suite D

Des Moines, IA 50309

877.272.4456

Online student complaint submission:

Kansas

Kansas Board of Regents

1000 SW Jackson St., Suite 520

Topeka, KS 66612-1368

Kentucky

Kentucky Council on Postsecondary Education

1024 Capital Center Dr. #320

Frankfort, KY 40601-7512

Office of the Attorney General

700 Capitol Ave., Suite 118

Frankfort, KY 40601-3449

Email the Attorney General's Office

Louisiana

Louisiana Board of Regents

Attn: Nancy Beall or Dr. Larry Trembly

P.O. Box 3677

Baton Rouge, LA 70821-3677

Louisiana Attorney General Office, Consumer Protection Section

P.O. Box 94005

Baton Rouge, LA 70804

ConsumerInfo@ag.state.la.us
1.800.351.4889, 225.326.6465

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

Maryland

Maryland Higher Education Commission
6 North Liberty St., 10th Floor
Baltimore, MD 21201
410.767.3388

Office of the Attorney General Consumer Protection Division
200 St. Paul Place
Baltimore, MD 21202
Consumer Protection Hotline: 410.528.8662
Email a consumer complaint.

Massachusetts

Massachusetts Board of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108
<https://www.mass.edu/forstufam/complaints/complaintform.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

Minnesota

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

Mississippi

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453

Consumer Protection Division, Office of the Attorney General
P.O. Box 22947
Jackson, MS 39225-2947
<http://www.ago.state.ms.us/contact/ago.state.ms.us/wp-content/uploads/2013/08/Consumer-Complaint-Form.pdf>

Missouri

Missouri Department of Higher Education
205 Jefferson Street, P.O. Box 1469
Jefferson City, MO 65102-1469

Email the Missouri Department of Higher Education

Montana

Montana Board of Regents, Office of Commissioner of Higher Education Montana University System
2500 Broadway St., P.O. Box 203201
Helena, MT 59620-3201

Nebraska

Nebraska Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509-5005

Nebraska Attorney General Consumer Protection Division
2115 State Capitol
Lincoln, NE 68509
Hotline: 800.727.6432

Nevada

Nevada Commission on Postsecondary Education
8778 S Maryland Parkway, Suite 115
Las Vegas, NV 89123

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
P.O. Box 542 Trenton, NJ 08625
nj_che@che.state.nj.us

New Mexico

New Mexico Higher Education Department

2048 Galisteo St.
Santa Fe, NM 87505

New York

New York Office of College and University Evaluation, New York State Education Department
5 North Mezzanine
Albany, NY 12234

Email the New York Office of College and University Evaluation

North Carolina

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

Email the Student Complaints Office

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

Ohio

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

Ohio Attorney General, Consumer Protection Section
30 E. Broad St., 14th floor
Columbus, OH 43215-3400

Oklahoma

Oklahoma State Regents for Higher Education

655 Research Parkway, Suite 200
Oklahoma City, OK 73104

Oklahoma Office of the Attorney General, Consumer Protection Unit
Attn: Investigative Analyst
313 NE 21st St.
Oklahoma City, OK 73105

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

Pennsylvania

Pennsylvania Department of Education 333 Market St.
Harrisburg, PA 17126-0333

Office of Attorney General, Bureau of Consumer Protection
14th Floor, Strawberry Square
Harrisburg, PA 17120

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 St.
Providence, RI 02903

South Carolina

South Carolina Commission on Higher Education
1122 Lady St., Suite 300
Columbia, SC 29201
803.737.3918

South Dakota

South Dakota Secretary of State, State Capitol
500 East Capitol Ave.
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

Tennessee

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

Texas

Texas Higher Education Coordinating Board
1200 E. Anderson Ln.
Austin, TX 78752

Office of the Attorney General Consumer Protection Division
P.O. Box 12548
Austin, TX 78711-2548
<http://txoag.force.com/CPDOnlineForm>

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

Email AOE 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

Washington

Washington Student Achievement Council
917 Lakeridge Way, P.O. Box 43430
Olympia, WA 98504-3430

Email the Washington Student Achievement Council

West Virginia

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

West Virginia Office of the Attorney General, Consumer Protection Division
West Virginia Office of the Attorney General, Consumer Protection Division
P.O. Box 1789
Charleston, W. Va. 25326-1789

Wisconsin

Wisconsin Educational Approval Board
201 W. Washington Ave., 3rd Floor

P.O. Box 8696
Madison, WI 53708

Email the Wisconsin Educational Approval Board

Wyoming

Wyoming Department of Education
2300 Capitol Ave., Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050

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

Puerto Rico

Puerto Rico Council on Higher Education
P.O. Box 1900
San Juan, Puerto Rico 00910-1900

Puerto Rico Department of Justice
P.O. 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

The University: An Overview

Established in 1952, Adler University continues the pioneering work of Alfred Adler by offering academic programs for social change at its Chicago, Vancouver, and Online campuses.

Students directly engage communities through over 1,700 community partnerships, Adler Community Health Services, and training relationships - to gain experiential training in socially responsible practice.

Campus Facilities

CHICAGO CAMPUS

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

Adler University Chicago Campus and the leadership and administration team of the Online Campus are located in downtown Chicago. The facility boasts LEED Gold certification for environmental innovation and provides students with classrooms equipped with state-of-the-art innovative technology, a library with dedicated space for instructional

support, Mediascape collaborative workspaces, a wellness studio for yoga, meditation, and relaxation, and many other features supporting wellness and a collaborative learning environment.

The Chicago Campus is easily accessible by bus, train, or automobile and features secure bicycle storage facilities. Several prestigious colleges and universities are located near campus, along with 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, The Chicago Theatre, Oriental Theater, Willis Tower, Shedd Aquarium, Adler Planetarium, and the Field Museum of Natural History.

VANCOUVER CAMPUS

Adler University
520 Seymour St.
Vancouver, BC V6B 3J5
Canada
236.521.2500
adler.edu

The Vancouver Campus is a state-of-the-art facility in downtown Vancouver. LEED Gold certified, it comprises 30,500 square feet on five contiguous floors of the building. The campus is highly functional, supports the culture of the University, and maintains the identity of the community within. It has considerable open space for collaboration and movement that creates a positive student experience and connections among students, faculty, and staff while supporting the technological requirements of future generations.

In addition, the building includes underground parking, a workout/yoga studio, and a rooftop terrace. It is also close to regional transit with access to the Canada Line, SkyTrain, and SeaBus within two blocks of the facility, and many of the city's central bus routes converge close to campus.

ONLINE CAMPUS

Adler University
17 North Dearborn St.
Chicago, IL 60602
312.662.4058
adler.edu

Adler University's online programs provide a flexible and engaging way to pursue graduate education from anywhere. Designed for working professionals and those balancing multiple commitments, these programs combine rigorous coursework with personalized faculty support. Courses are led by experienced instructors trained in effective online teaching, and small class sizes encourage meaningful interaction and mentorship.

Students in online programs have access to the same high-quality education, resources, and support services available across Adler University's locations.

Vision, Mission, Values

Vision:

The leading graduate institution advancing global health and well-being through community-rooted education and partnerships, courageous leadership, and systems-level transformation.

Mission:

Anchored in the scholarship of Alfred Adler and the enduring principle of *Gemeinschaftsgefühl* - a deep sense of social interest and mutual responsibility - Adler University prepares students to be global leaders who improve health outcomes through applied research, community co-creation, and immersive education.

This mission results in three core outcomes:

1. Leadership: Through curiosity, courage, and collaboration, graduates emerge as global scholars and practitioners whose leadership transforms systems, advances well-being, and promotes social interest at every level of society.
2. Collaboration: Students practice reciprocity and co-creation, fostering community connection and responsibility that leads to healthier systems and lasting impact.
3. Impact: Students, faculty, and staff advance research, knowledge, and applied practices that create measurable and sustainable improvements in health and well being - locally and globally.

Values:

TRANSFORMATIVE LEADERSHIP: We uphold the highest standards of quality, rigor, and integrity across our global education, scholarship, and outcomes.

COURAGE + CURIOSITY: We challenge convention with intellect and ask fearless questions to strategically pursue new possibilities.

EMPATHY + CO-CREATION: We create new knowledge and design solutions that reflect understanding, foster connection, and drive sustainable impact.

SOCIAL INTEREST: We act with responsibility to others, advancing systems of care that support healthier communities at every level.

Socially Responsible Practice

Today's social challenges demand highly trained, relevant, and inventive practitioners to address them. No other institution prepares practitioners in the way Adler University does 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 communities.

Engaging in socially responsible practice is a required competency in all Adler 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. Educational and community engagement activities and programs through 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.

Rights Reserved

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

While always working to communicate changes that affect its learning community, the University may make such changes as necessary and with or without advance notice. Degree and course offerings and requirements are continually under examination, and revisions are expected.

Adler University reserves the right to refuse to admit or readmit any applicant and to dismiss any student 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.

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 curricula and makeup of the 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 the 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.

Board of Trustees

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Institutional Information

Adler Community Health Services

Adler Community Health Services (ACHS), a center of Adler University, provides students the opportunity to learn trauma- and evidence-informed mental health and substance use services alongside interprofessional teams in local agencies serving vulnerable communities in the greater Chicago and Vancouver metro areas.

ACHS partners with community agencies that lack in-house mental health services or seek to expand their capacity. Through these partnerships, ACHS delivers a range of services provided by student trainees under the supervision of licensed clinicians. Students may offer individual and group therapy, couples and family therapy, assessments, support and parenting groups, consultation, program development, and psychoeducation.

ACHS offers the APA-accredited Community Mental Health Internship Program in Chicago. Open to Doctor of Psychology (Psy.D.) students in Chicago and Vancouver, the program annually offers six to eight internship positions through the Association of Psychology Postdoctoral and Internship Centers (APPIC) match process.

For Psy.D. students in Vancouver, ACHS annually offers an additional three to five internship positions. While this internship is not accredited by the Canadian Psychological Association (CPA), it is designed to meet or exceed the standards of CPA-accreditation and Schedule H requirements for Canadian psychologist registration.

In addition to internship opportunities, ACHS provides practicum placements for students in several academic programs, depending on availability at its contracted community partner sites.

Interns and externs are assigned to one or more community sites based on their interests, training and educational needs, availability of sites and opportunities, and the clinical skill level of the student trainees. 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.

Learn more on the Adler Community Health Services webpage.

Adler University Library Services

The Adler University Library plays a key role in developing practitioners and collaborates with faculty to support students in achieving institutional learning outcomes at all campuses.

In service of its mission, the Library selects, organizes, presents, preserves, and teaches resources that best address students' and faculty members' current and anticipated academic needs.

Faculty librarians specializing in instruction, research, electronic collections, interlibrary borrowing, and online student services guide the discovery and use of essential library resources in all Adler University fields of study. Librarians also provide research guidance and support in all phases of the research process through one-on-one consultations and in-class workshops available to students on all campuses.

Library services for students and faculty include:

- Individual instruction in the selection and use of catalogs and databases.
- Individual and ongoing research consultation for papers, theses, and dissertations.
- Discipline- and degree-specific online and face-to-face classroom instruction sessions.
- Interlibrary delivery of books and articles not owned in our collection.
- Identification of library resources for course enhancement.
- A reserves collection of required and recommended class materials.

The Library manages access to 68 online databases in the social sciences, including peer-reviewed journal article databases, virtual reference libraries, and streaming video collections. The Library also subscribes to more than 900 individual journal titles through single-title subscriptions and journal packages. There is also access to more than 379,000 unique e-book titles, and the print collection includes 14,300 circulating books.

A governing member of the Consortium of Academic and Research Libraries in Illinois (CARLI), the Library participates in CARLI's I-Share integrated library system composed of 86 college and university member libraries in Illinois. Through I-Share, the Adler community has access to a combined collection of more than 38 million unique items. The Library is also a member of the Center for Research Libraries (CRL) and the Reaching Across Illinois

Library System (RAILS). These memberships enable the library to participate in resource-sharing and collection development programs statewide and nationally.

For individual assistance or group instruction, please contact the library by email the Library or call 312.662.4230.

The Center for Adlerian Practice and Scholarship

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

The Center's areas of focus include education, training, consultations, and curriculum design on Adlerian approaches to human development, organizational development, human communities, counseling and psychotherapy, and teaching for Adler University students, faculty, staff, alums, site supervisors, community partners on all three campuses and larger communities, face-to-face and online.

The Center for Civic Learning and Community Action

The Center for Civic Learning and Community Action (CCLCA) encompasses education and engagement as a focused effort to bridge political action with personal and professional development for our students, staff, faculty, and community partners. Essentially, the Center is a space that allows for our campuses and partners to gain and share knowledge and skills for civic practice and accountability and develop deeper connections with community partners to work collaboratively for social justice.

CCLCA strives to materialize Adler University's mission of social justice, community engagement, and socially responsible practice by introducing first-year graduate students to the Social Justice Practicum (SJP).

Department of Educational Design and Innovation

The Department of Educational Design and Innovation (EDI) ensures the development of high-quality instructional experiences, including online courses and programs. Beyond the development of courses, EDI provides education, training, support, and thought leadership in online teaching and learning, curriculum development, instructional strategies, innovative delivery formats, and educational technology across Adler. The Department also supports the University in developing frameworks for quality teaching and learning in diverse environments. EDI collaborates with other departments and offices to promote a cohesive learning environment in the development of training needs for staff, students, and faculty.

The Institute on Public Safety and Social Justice

The Institute on Public Safety and Social Justice (IPSSJ) meets public safety challenges with socially just solutions by working with community groups, peer institutions, and systems partners. By forging creative collaborations, IPSSJ devises empirically sound methods beyond mere suppression to create environments where a more lasting and meaningful sense of peace and wellness can prevail. By working together and bringing all concerned people into the mix, IPSSJ believes urban safety outcomes can be improved by enhancing human potential and community wellness.

Rather than rely completely on safety strategies that isolate and confine, IPSSJ strives 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 create momentum for 21st century solutions that strengthen communities, protect families, and bring people closer together with the aim of creating communities where all people can reach their full potential.

Every time someone is removed from society, there are serious, long-term consequences. While this is often a necessary step in protecting family and/or community members, society has become far too reliant on strategies of confinement and control. We must rediscover our capacity for lifting up all members of society, no matter their needs, challenges, or personal traumas. By focusing on people's 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 Writing Center

The Writing Center supports and advances the University's culture of academic excellence, serving students, faculty, and staff by fostering the enhancement of professional and academic skills. Offering writing and statistics support, the Center utilizes individual consultation and technology to provide greater access to all students, faculty, and staff.

Professional writing consultants provide one-on-one support for all writing needs including essays, research papers, APA citation style, theses, dissertations, internship applications, cover letters, and CVs. The Center also offers workshops open to students on all campuses and services for international students. Information about the resources offered is available on Adler Connect.

Anyone who would like to receive more information or to offer suggestions for programming may contact the Writing Center by email or call 312.662.4230.

University Policies

Academic Honesty Policy

Adler University seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. This could include, but is not limited to, coursework, presentations, and other professional activities. Any source used by a student must be documented through required references and citations, and the extent to which any sources have been used must be expressly stated in the work.

Academic misconduct generally includes cheating, plagiarism, and research misconduct-but academic misconduct is more broadly defined to refer to any action that involves unethical, illicit, unauthorized, fraudulent, or inappropriate behaviors designed to provide an undue advantage or otherwise aid in whole or part with the completion of required work at Adler University. Students who commit academic misconduct, including (but not limited to) cheating, plagiarism, or research misconduct, are subject to a failing grade for the assignment and course and, potentially, immediate dismissal from their program and Adler University.

A. Cheating includes, but is not limited to, the following examples:

Unauthorized copying, collaboration, or use of notes, books, or other materials on examinations or other academic exercises including:

1. Sharing information about an examination with a student who has not taken that examination.
2. Obtaining information about the contents of an examination and/or assignment that the student has not taken.
3. Unauthorized use of electronic devices.
4. Text messaging or other forms of prohibited communication during an examination.
5. Having others complete coursework, write papers, or take tests/quizzes for you, thus representing another's work as your own.
6. Unauthorized use and/or possession of any academic material, such as tests, research papers, assignments, or similar materials.
7. Collaboration on assignments that are designed to be completed on an individual basis, unless otherwise stated by the instructor.

B. Plagiarism, a specific subset of academic dishonesty, is the representation of another person's work, words, thoughts, and/or ideas as one's own. Plagiarism includes, but is not limited to:

1. Copying material and/or using ideas from an article, book, unpublished paper, or any material or source found on the Internet without proper documentation of references and citations, or without properly enclosing quoted material in quotation marks. This includes material retrieved from or generated by artificial intelligence tools, including but not limited to ChatGPT.
2. Resubmission of work done for one course, assignment, or task for another. This form of plagiarism does not typically involve the submission of the work of others, but instead, consists of representing as new work what has been previously submitted. Adler University further considers resubmission of work done partially or entirely by another, as well as resubmission of substantial or entire portions of one's own work done in a previous course or for a different professor, to be academic dishonesty, unless the student has received prior approval of the faculty, and the new assignment expands upon the original work.
3. Minimally rephrasing, paraphrasing, or revising the work of others without proper citation or credit. Plagiarism also includes sentences that follow an original source too closely, often created by simply substituting synonyms for another person's words.
4. Substantial utilization of the published or unpublished work of others without permission, citation, or credit-also known as "cut and paste" or "patch writing"-and including works retrieved from or generated by artificial intelligence tools such as but not limited to ChatGPT.
5. Purchasing or otherwise acquiring a work in its entirety and submitting it as one's own.

C. Research misconduct involves the misrepresentation of data or material in research, and includes but is not limited to:

1. Misrepresentation of how much effort was expended, or the extent of original contribution made to a research project in which multiple contributors took part.
2. Withholding data or materials, involving the refusal to make available for inspection the raw data and sources for student research.
3. Data manipulation, involving the suppression or changing of study data to facilitate a desired outcome;
4. Data fabrication, involving the intentional production of false or invented study or research data and representing such data as genuine.
5. Data falsification, involving the intentional alteration of study or research data and representing such data as genuine.

Academic misconduct allegations are referred to the appropriate person or committee on each campus. All occurrences of academic misconduct, whether inadvertent or intentional, are serious and will be evaluated on a case-by-case basis, and students may be subject to disciplinary action up to and including dismissal.

Ignorance of this policy or of any restrictions in place in a particular situation regarding how any assignment, examination, or project can be completed is not a defense to an allegation of academic misconduct. It is each student's responsibility to promptly raise any questions or doubts regarding permitted methods or assistance to the appropriate instructor or advisor. Depending on the severity of the academic misconduct at issue, the level of training, and circumstances associated with the misconduct, consequences can range from failure on specific assignments, or required supplemental education, to dismissal from the student's program and/or Adler University.

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 the student 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 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 no 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 the student left off.

When a student is readmitted to the same program, for the first academic year in which they return, the student is eligible to be charged the tuition and fee rates that the student was or would have been assessed for the academic year during which they left the University.

Animals on Campus

The presence of service animals on campus is permitted for the sole purpose of providing equity of access and mobility to people with disabilities. No animals are allowed on campus building premises, with the exception of service animals.

Anyone seeking approval to be accompanied by a guide or service animal on the Chicago Campus should register with Disability Services (DisabilityOffice@adler.edu). Students on the Vancouver campus should contact the director of Student Services (VanStudentServices@adler.edu). Students may be subject to different policies and procedures for service animals at their training and community service partner sites. Students are encouraged to work directly with the sites prior to starting to ensure the best possible experience.

Service animals whose behavior poses a direct threat to the health or safety of others or are disruptive to the University community may be excluded from campus, regardless of training or certification. Disruptive or dangerous behavior should be reported to Chicago Disability Services (DisabilityOffice@adler.edu) or Vancouver's Student Services (VanStudentServices@adler.edu)

The handler must be in full control of the service animal at all times. Service animals must be harnessed, leashed, or tethered at all times unless these devices interfere with the service animal's work, or the individual's disability prevents using these devices. In such circumstances, the handler must maintain control of the animal through other effective controls such as voice commands or other signals.

The handler of a service animal that is not housebroken, unruly, or disruptive (e.g., barking, running around loose, nipping, bringing attention to itself, or otherwise not under control) may be asked to remove the animal from campus or University facilities. If improper behavior happens repeatedly, the handler may be required to take significant steps to mitigate the behavior before bringing the animal back to campus or into any University facility. Mitigation may include muzzling a barking animal, obtaining refresher training for the animal and the handler, or other appropriate measures.

The service animal's handler is solely responsible for any damage to persons or property caused by the animal. The handler is responsible for designating an alternative caregiver for the service animal in an emergency.

Canadian Financial Aid

Student loans offered by the Canadian government help students pay for their post-secondary education. Canadian students (including permanent residents, landed immigrants, and protected persons) apply for loans through their home province or territory.

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

- School code: APRY
- Program code for MACP: WAG5
- Program code for MCP: X CZ5
- Program code for MCP/MACP-SY: WAG6
- Program code for MAIOP/MIOP: ZID5
- Program code for MOPHW: XJW5
- Program code for MPPA: WFJ5
- Program code for PSYD: X CZ6

Course Load Information

Students must be enrolled in a minimum of six credits of coursework in order to be eligible to apply for a full-time student loan. A six-credit course load would be equivalent to 60% of a full-time load. Students in thesis, project, capstone, practicum, practicum continued, internship, internship continued, dissertation, and dissertation continued also meet the minimum for full-time status. To stay eligible for loan or grant funding, students must attend school full time for the entire period for which they have received funding.

Enrollment in thesis continuation, capstone continued, or project/capstone continuation is equivalent to part-time studies.

Students from British Columbia

StudentAid BC provides assistance in the form of Canada Student Loans or a combination of Canada Student Loans, B.C. Student Loans, and possibly grant funding. The amount and type of assistance awarded are based on need as assessed by the provincial authority. It takes approximately six weeks to process a student loan application. Students are therefore advised to apply early. Submitting online applications can speed up the approval process. Students are reminded that this is an assistance program aimed at complementing, not replacing, their own financial resources. To be eligible for full-time StudentAid BC student loan funding, students must be registered for 60% of a full course load (see curriculum sequence for your program), or 40% for students with permanent disabilities.

How to Apply

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

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.

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 a Notice of Assessment. This document will tell you how much funding you are eligible for and when you will receive it.

Grants, Scholarships, and Other Financial Supports

There are many programs available that can help with the cost of post-secondary education. For a list of eligible programs, visit <https://studentaidbc.ca/explore/grants-scholarships> or inquire through your home province.

International Students - Vancouver Campus

International students attending the Vancouver Campus are not eligible for Canadian federal or provincial student loans.

For more information on Canadian financial aid options, contact vanfinancialaid@adler.edu.

Continuous Enrollment

Adler University requires students to maintain continuous enrollment throughout their academic program, including summer semesters. Students must request a leave of absence for any portion of their academic program when they cannot enroll. Students must be registered in the term in which they complete all degree or certificate requirements. If a student is not registered, their degree will not be conferred.

Students who have registered for all required coursework must register for Continuous Enrollment (CER 001 - Chicago Campus; CER 002 - Online Campus; CER 003 - Vancouver Campus) for all semesters leading up to the conferral of their degree or certificate. Continuous Enrollment is repeatable for up to one academic year. Students who fail to register for a degree requirement, or Continuous Enrollment each term until conferral of their degree, may be administratively withdrawn from the University. "Administrative Withdrawal" will be indicated on their transcript.

The enrollment status for this course is less than half time. The Continuous Enrollment course is not eligible for financial aid. Students are charged the universal fee of their highest program. Please see the Tuition and Fees section for your campus for your program's universal fee.

Credit Hour Policy

Adler University assigns and awards credit hours that conform to commonly accepted practices in higher education and 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:

- Students are expected to be in class for 825 minutes per credit earned. For a one-credit class, this would be 825 minutes. They are expected to be engaged in two hours of outside-of-class activities for every hour they are in class, so approximately 30 hours.
- At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, internship, independent study, 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 16 weeks. Instruction is scheduled over three terms: fall, spring, and summer. Standard-length courses run for 15 weeks of the 16-week term. Adler University 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 55 minutes per week over the course of a semester (15 weeks of instruction).

A one-credit class requires a minimum of:

- 825 minutes of contact per semester.
- 30 hours of outside work per semester.

A two-credit class requires a minimum of:

- 1,650 minutes of contact per semester.
- 60 hours of outside work per semester.

A three-credit class requires a minimum of:

- 2,475 minutes of contact per semester.
- 90 hours of outside work per semester.

A four-credit class requires a minimum of:

- 3,300 minutes of contact per semester.
- 120 hours of outside work per semester.

Short-Term Courses: 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, Fieldwork, 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.

Online and Hybrid Courses: The expectation of contact time and student effort outside the class is the same as in traditional 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 the same amount of classroom and out-of-class work per credit hour as required of semester-long courses.

Disability Services Recording

Federal regulations state that students with disabilities, who are unable to take or read notes, have the right to record class lectures for personal study purposes. The use of a recording device is to supplement the student's note-taking ability. Recordings will not be shared privately or publicly and will be destroyed by the student with accommodations at the end of each semester. By attending Adler University, you're consenting to possibly be recorded by students with disabilities who have an audio recording accommodation. Questions concerning this notice can be directed to compliance@adler.edu.

Students at the Vancouver Campus are not permitted to automatically record course lectures without the consent of their course instructor. Students who require recordings as an academic accommodation should contact the director for Student Services for further assistance.

Dual Degree Policy

Adler University has developed a dual-degree policy enabling students to pursue graduate work in two fields and fulfill the requirements of two degrees simultaneously, typically over a period of time shorter than would otherwise be required to complete both programs sequentially. Dual degrees provide students the opportunity to combine two skillsets and increase networks and career opportunities.

- Dual degree programs at the master's level may consist of two-degree programs where no more than 50% of the curriculum may be considered "overlap" courses *and no more than 25% of the total credits for dual degree may be considered "overlap" courses.*
- Dual degree programs at the master or doctoral level may be determined by program faculty based on curriculum, licensure, certification, and course content relative to fulfilling the requirements of both degrees.

- To enter a dual degree program, the student must first be accepted by both of the individual programs before admission can be granted to the dual degree program.
- Students already admitted to a graduate program at Adler University must apply and be accepted to an additional degree program. Program directors and/or advisors may determine curriculum and plan of study with regards to overlapping courses as long as a minimum of 50% of the courses in the additional degree do not overlap with the existing program.
- Students are encouraged to declare their intention and apply to be in a dual degree program as early as possible (preferably at admission or within the first term) in order to receive the maximum benefits. Students will not be permitted to enter a dual degree program after they have successfully completed 80% of their respective plan of study.

All dual degree programs at Adler University will observe the following procedural requirements:

- A dual degree program will go through an approval process similar to new programs. Once the dual degree program is approved, the faculty will work with various departments to provide necessary documents and information for marketing and admissions purposes.
- Adler University faculty will collaborate to create and implement the dual degree option. These programs can be within the same department, between two departments on the same campus or between the Online Campus and either Chicago or Vancouver campuses.
- Integrity and Efficiency:
 - Dual degree programs will be designed to be efficient and coordinated for the student.
 - The two degrees will be earned in ways that preserve the core requirements, program learning outcomes, and integrity of each degree program. Credits to be used for both degrees will be clearly established by the programs/departments offering the degree programs.
- Admission:
 - Students must meet the admission requirements of both degree programs. Applicable admission processes, requirements, and time frame for each dual degree program are to be outlined.
 - For graduate-level dual degree programs, the student would ideally apply to both programs at the same time, but this is not required.
- Advising and support systems responsibilities for the student across both programs will be coordinated.
- A plan of study will be created that should include courses that will be used for both degrees.
- An assessment plan will be developed for evaluation of student learning.
- All applicable degree requirements, based on the levels of the degrees, apply.
 - Students must fulfill the minimum residence requirements for each program.
 - Any policies regarding time-to-completion must be adhered to.

Degree conferral and diploma: Because there are two degrees being conferred, two diplomas will be issued, each with the appropriate degree and program name. Dual degree programs are primarily designed for the degrees to be earned concurrently; however, they may be earned consecutively.

Enrollment Status

U.S. federal student loans require a student to maintain at least half-time enrollment as defined by their academic program. U.S. federal work-study, as well as federal grant funding for undergraduate students, does not require at least half-time enrollment. Other aid programs, such as U.S. VA Education Benefits, Canadian Student Loans, private/alternative student loans, grants, scholarships and bursaries may have their own enrollment status requirements.

Enrollment status definitions are as follows, with all measures being taken on a per-semester basis. Only credits required for degree or certificate completion count in a student's enrollment status for the semester.

Program	Full-Time	Half-Time	Less Than Half-Time

All Adler Graduate-Level Programs	6+ credits	3-5 credits	1-2 credits
All Adler Undergraduate-Level Programs	12+ credits	6-11 credits	1-5 credits

Graduate students enrolled in the following courses satisfy the full-time enrollment definition for the semester:

- Dissertation.
- Practicum.
- Practicum Continuation.
- Full-Time Internship.
- Internship Continuation.
- Externship.
- Capstone.
- Capstone Preparation.
- Project.
- Project Preparation.
- Thesis.
- Thesis Preparation.
- Dissertation Proposal - Vancouver.
- Dissertation Continuation - Vancouver.
- Graduate Preparatory Program - Vancouver.

Graduate students enrolled in the following courses satisfy the half-time enrollment definition for the semester:

- Dissertation Continuation - Chicago.
- Half-Time Internship.
- Thesis Maintenance.
- Capstone Continuation.
- Thesis Continuation - Vancouver.
- Project Continuation - Vancouver.

Graduate students enrolled in the following courses and not enrolled in other coursework for the semester are considered to be enrolled less than half-time for the semester:

- Continuous Enrollment.
- Dissertation Proposal - Chicago Psy.D.
- Pre-Practicum - Vancouver.
- Qualifying Exam.

Questions concerning course type designation can be verified with your program director.

Enrollment Status Considerations When Retaking Coursework

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 (grade of F, or grade of NC in a credit/no credit course) can have the repeated failed course calculated in their enrollment status as many times as it is necessary to get a passing grade. See the next bullet for an exception.
- A student who is retaking a previously passed course to improve their grade in it may have exactly one repetition of that course included in their enrollment status. In the case when a student retakes the previously passed course to improve their grade and fails the second time, the student may not receive financial aid for retaking the class for a third time.

False Information

Students are not to provide false information in any form to University officials. Students are not to knowingly misuse, misrepresent, or falsify any University record, I.D. card, form, computer resource, or procedure. Students are not to take any actions (verbal, written, or behavioral) based on known incorrect information with direct intent to be hurtful or harmful to the University.

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, video, handwritten, emailed, electronic, computer, audio, and video content created or submitted by students for class assignments, 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 that is the custodian of the record. 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 their 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, collection agent, or the National Student Clearinghouse). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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 Student Complaint policy and procedures 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 at <https://connect.adler.edu/studentservices/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.
- Enrollment status.
- Major and minor field(s) of study, including the college, division, department, or program in which the student is enrolled.
- Terms of enrollment, degree conferral dates and degrees received.

Adler University reserves the right to ask for additional information, such as a written release from a student, before releasing directory information or deny any request for 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 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 Application (Graduation Overview option in Self-Service) signals a student is nearing completion of their degree program. By submitting the Degree Completion Application, the student is giving permission to the University to print or announce the following information in any Adler University commencement program and/or ceremony: the student's name, their Adler degree, and any other academic credentials completed by the student at Adler.

If a restriction on directory information request was previously submitted, the student's signature and/or submission of the Degree Completion Application temporarily releases the directory information restrictions enacted by the student so the information can be published or announced in any Adler University commencement program or 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 photographer/videographer 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, LinkedIn, 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/or submitting the Degree Completion Application.

Records of Deceased Students

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 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.

International Students (Vancouver Campus)

Study Permits

Foreign nationals wanting to pursue studies at Adler University in Vancouver must apply for and be approved by Immigration, Refugees and Citizenship Canada (IRCC) for a study permit. The study permit is an official document issued to someone who is not a Canadian citizen or permanent resident of Canada to study at a Designated Learning Institution (DLI) in Canada. Adler University is a DLI (# O19394452198). Study permits are not travel documents and study permit holders are considered temporary residents of Canada. Students are responsible for keeping their study permits active.

Study Permit and TRV

Study permits are not travel documents. Depending on your country of citizenship, study permit holders will be issued either a Temporary Resident Visa (TRV) or an Electronic Travel Authorization (eTA), which are the documents that allow you to travel to Canada. To find out more about the documents you will need to enter or re-enter Canada, visit the IRCC website.

Co-op Work Permit

All international students at the Vancouver campus are required to obtain a co-op work permit to complete the practica and internships required for their respective programs. The coop work permit covers the hours required for these academic program requirements. The co-op work permit cannot be used for work outside of the practica, and internships required as part of your course of study and the hours required must total 50% or less of your program of study per IRCC guidelines. For more information, visit <https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada/work/intern.html>.

Working During Your Studies

To be eligible to complete studies at the Vancouver Campus, all foreign nationals must have a valid study and co-op work permit by the program start date.

International students who meet the IRCC eligibility requirements and hold a valid study permit are eligible to work on- and/or off campus during their studies. For more information about these regulations or working in Canada as an international student, visit Canada.ca.

Missing Persons Reporting

The report of a missing person is a serious matter. Anyone with information concerning a missing person should immediately notify the Office of Student Affairs in Chicago or the Office of Student Services in Vancouver. If it is determined by the Office of Student Affairs/Services that the person has been missing for more than 24 hours, Adler University will (1) attempt to contact the student using any confidential contact information that the student has provided to Adler University; (2) notify the appropriate policy organization (e.g., Chicago or Vancouver Police Department); (3) contact any person the student has identified as an emergency contact; and (4) notify others at the University, as appropriate, about the student's disappearance. Students on the Vancouver campus should report missing persons to the Registrar/Manager of Campus Operations.

Students are required to update personal and emergency contact information in their user and emergency information profiles in Self-Service.

Nondiscrimination and Anti-Harassment Policy and Procedures (Chicago/Online Campuses)

- 1. Prohibited Discrimination
- 2. Prohibited Harassment
- 3. Sexual Harassment - Consensual Relationships
- 4. Prohibited Retaliation
- 5. Complaints of Discrimination, Harassment, or Retaliation
- 6. Investigation and Resolution Process
- 7. Discipline for Discrimination or Harassment
- 8. Appeal Procedure

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, gender identity or expression, body size and shape, national origin, political belief, age, marital status, family relationship status, parental status, physical or mental disability, status as a victim of domestic violence, arrest record, pregnancy, childbirth (including but not limited to conditions related to pregnancy or childbirth), genetic information, citizenship status, military or veteran status (including unfavorable military discharge), conviction of criminal offence that is unrelated to the employment or the intended employment of that person, or any other status protected by local or federal law in employment or educational settings ("Prohibited Grounds").

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. Please see the Employee Handbook for the Respectful Workplace Policy.

1. Prohibited Discrimination

Discrimination means any form of unequal treatment - whether that treatment imposes extra burdens or denies benefits - based on any of the Prohibited Grounds. Discrimination may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices, or procedures that appear neutral but have the effect of disadvantaging any protected group of people. Discrimination may take obvious forms, or it may occur in very subtle ways. In any case, even if there are many factors affecting a decision or action, if discrimination is one factor, that is a violation of this Policy.

2. Prohibited Harassment

Harassment is a form of discrimination. Harassment means an incident or a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known, or ought reasonably to be known, to be offensive, embarrassing, humiliating, demeaning, or unwelcome. This includes any microaggression or macroaggression, defined as a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

Examples of harassment include but are not limited to:

- Making remarks, jokes, or innuendos related to an individual's race, disability, religion, age, or any of the Prohibited Grounds of discrimination.
- Displaying or circulating offensive pictures, graffiti, or materials related to any of the Prohibited Grounds, whether in print form or via email or other electronic means.
- Singling out an individual for humiliating or demeaning "teasing" or jokes because the individual is a member of a protected group.
- Ridiculing an individual because of dress, language, or other characteristic that is related to any of the Prohibited Grounds.

Sexual harassment is a form of harassment that can include:

- Unwelcome remarks, jokes, or innuendoes about gender, sex, or sexual orientation.
- Unwanted comments or questions about an individual's personal life.
- Refusal to work with others because of their sex or sexual orientation.
- Display or distribution of sexually explicit or otherwise offensive material through print or electronic media.
- Derogatory or degrading comments about a person's body.
- Leering or other offensive or sexually aggressive gestures.
- Unwelcome advances, invitations, or propositions of a sexual nature or repeated invitations after previous requests have been refused.
- Advances, invitations, or propositions of a sexual nature which might on reasonable grounds be perceived as placing a condition on a person's future employment, assignments, or opportunity for promotion or training.
- Unwanted physical contact or verbal abuse or threats of a sexual nature.

An extreme form of sexual harassment includes sexual assault. Sexual assault is a form of sexual misconduct and is an attempt, coupled with the ability, to commit a violent injury on the person of another because of that person's gender or sex. 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. This Policy does not preclude an individual at any time during the process from contacting law enforcement to file a report of sexual assault.

To file a complaint of sexual assault, any person may contact one of the Title IX coordinators identified in this Policy and may also get assistance by calling the police (911) and/or by going to a local emergency room. Please see the Human Resources/People and Culture page on Adler Connect for the University's Title IX Policy.

3. Sexual Harassment - Consensual Relationships

Romantic/sexual 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) 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 provides grounds for complaint when that relationship gives undue access or advantage to, restricts opportunities of, or creates a hostile, unethical, and unacceptable environment for one of the parties to the relationship, or for others. For these reasons, the University prohibits any employee of the University to engage in a consensual romantic or sexual relationship with any University student or any University employee under their supervision.

Consent will generally 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. Please see the Employee Handbook for the University's Workplace Violence Policy.

4. Prohibited Retaliation

Adler University prohibits retaliation and the threat of retaliation against any person (including complainants, respondents, and witnesses) exercising their rights and/or responsibilities in good faith under this Policy or federal 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, provincial, or local law, that is likely to dissuade the individual from exercising their 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.

5. Complaints of Discrimination, Harassment, or Retaliation

The Office of People and Culture (OPC) is responsible for receiving, processing, and investigating complaints of discrimination, harassment, and/or retaliation involving employees of Adler University, as well as vendors, clients, and other third parties.

A student may file a complaint with the OPC as long as it concerns the actions of a University faculty or staff employee, vendor, client, or any third party with whom the University has interaction. Complaints should be directed to the Office of People and Culture (Chicago and Online Campus) at 312.662.4415 or to the executive dean, Vancouver Campus (Vancouver Campus) at 236-521-2401.

The Division of Student Affairs (DSA) is responsible for receiving, processing, and investigating complaints of discrimination, harassment, and/or retaliation involving student complaints against other students. Students who wish to make such a complaint may contact the Office of Student Affairs (Chicago and Online Campus) at 312.662.4141 or the manager, Student Services (Vancouver Campus) at 236-521-2433.

Employees or students who report incidents of discrimination, harassment, and/or retaliation may bring a support person with them to OPC or DSA when filing the complaint. Every effort will be made to help employees and/or students through the process in a respectful and supportive manner. Employees who hear about incidents of

discrimination, harassment, and/or retaliation from students are expected to review this Policy with them and work with the student to bring forward the complaint to the appropriate office (OPCPC or DSA).

There are multiple channels for reporting violations of this Policy. If any person believes they have been the subject of, or have witnessed, or are aware of discrimination, harassment, or retaliation, they should make a complaint as soon as possible to the OPC and/or the DSA, or to their supervisor, chair or program director, or executive dean.

If an individual contacts their supervisor, chair or program director, or executive dean, this person must direct the individual to OPCPC or DSA based on the nature of the complaint. Formal complaints must be received by OPC or DSA from the person filing the complaint.

The University'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 University therefore strongly encourages complainants to contact the OPC and/or the DSA as soon as possible, to the extent practicable, after the alleged conduct. While the University acknowledges it is often difficult to come forward in a timely fashion, it advises that complaints be filed as soon as possible and 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 vice president of People and Culture at 312.662.4415 or to the executive dean, Vancouver Campus at 236.521.2401.

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

If a criminal investigation is pursued by a person filing a complaint, such investigations can be conducted concurrently to any internal investigation conducted by Adler University.

6. Investigation and Resolution Process

When the OPC or the DSA, or both, receive a complaint of discrimination, harassment, and/or retaliation, they will promptly designate an individual to investigate the allegation in a fair and expeditious manner. The role of the investigator is to conduct a neutral investigation and then to make a finding as to whether or not a policy violation exists. The investigator can also make recommendations regarding disciplinary actions to be reviewed by the appropriate University officials (see Resolution of Complaint section below). In rare instances, the OPC or DSA may engage an external investigator for some or all portions of the investigation at the discretion of the University.

Every complaint is based on its own facts and circumstances, which can impact the course of the investigation. The following is an outline of the procedure generally followed once a complaint has been brought to the attention of the OPC and/or the DSA.

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 OPC and/or the DSA.

A. Filing a Complaint

If any person believes they have been the subject of, or have witnessed, or are aware of discrimination, harassment, or retaliation, they should make a complaint as soon as possible to the Office of People and Culture (OPC) and/or the Division of Student Affairs (DSA). An individual may also contact their supervisor, chair or program director, or executive dean who will then support and direct the person to OPC or DSA based on the nature of the complaint.

Formal complaints must be received by OPC or DSA from the person filing the complaint.

For a complaint against an employee of Adler, as well as vendors, clients, and other third parties:

Chicago and Online Campus

Office of People and Culture

17 N. Dearborn St., Suite 16-200

Chicago, IL 60602

312.662.4415

For a complaint against a student:

Chicago and Online Campus

Division of Student Affairs

17 N. Dearborn St.

Chicago, IL 60602

312.662.4141

A.Processing a Complaint

In processing a complaint, the OPC and/or DSA will:

- Acknowledge receipt of the complaint in writing.
- Work closely with the person filing the complaint to provide supportive resources (e.g., Adler Student Assistance Program or Employee Assistance Program) as they move through the process. Consideration of the need for self-care and resources to address any trauma response related to the complaint will be a high priority.
- Collect and retain documents and information related to the complaint in a secure and locked location within OPC or DSA as required by law within the jurisdiction in which the complaint is filed.
- Conduct a preliminary assessment of allegations to determine whether the alleged conduct, if substantiated, could constitute a violation of this Policy.

B.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. The complainant and respondent are permitted and encouraged to bring a support person to this meeting.

- Prepare a summary of the investigation and the findings for the OPC and/or DSA. Findings will be determined utilizing a preponderance-of-the-evidence standard after examining the entirety of the information available at the time of the investigation.

c. Resolution of Complaint

The OPC and DSA are charged, as appropriate, with the responsibility of investigating complaints of discrimination, harassment, and/or retaliation, making findings, and reporting their findings to the appropriate relevant University officials.

Depending upon the nature of the complaint and findings, the appropriate University officials will be notified and may include, but are not limited to the supervisor department heads of the complainant and respondent, the vice president of Administration, the vice president of Finance, the vice president of Academic Affairs or executive dean, the applicable chair or program director, and the Office of the President. In cases in which policy violations and/or findings and recommendations are presented involving students, the DSA will also notify the Student Development Committee or Student Comprehensive Evaluation Committee.

The OPC and/or the DSA will provide written notification to the complainant, respondent, and the appropriate University officials of its findings and recommendations. A face-to-face meeting will generally accompany the written documentation.

Following the investigation, if the OPC or the DSA 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.

Whether or not the Nondiscrimination and Anti-Harassment Policy is deemed to have been conclusively violated, it is acknowledged that conflicts that make their way through a complaint process may result in schisms that create ongoing resentments between parties.

It is the goal of the process that examines conflict to acknowledge and not vilify any party to a conflict. Additionally, in an effort to restore the community to its highest form of function, a restorative justice process may be made available to all sides of a conflict, should all sides voluntarily choose to participate. This would entail a separate restorative justice practitioner meeting with each party to the conflict to fully understand the residual harm the individual is experiencing due to the conflict. Each party will also be asked if they are interested in participating in a restorative justice process that allows each party to bring a support person, to discuss residual harm, and to create a repair-of-harm agreement in collaboration with the restorative practitioner. If all parties desire to participate voluntarily in a restorative justice process, it will be arranged.

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

d. Confidentiality

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

The files of complaints will be maintained in the appropriate office - either the OPC or the DSA, depending upon the nature of the complaint and the office that is charged with investigation. Documents and information collected by the

OPC or DSA 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.

E. Other Resources

Although the University encourages employees and students 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 be limited to, the government agencies listed below. Online students can file a claim at the EEOC agency in the state in which they live and/or the EEOC in Illinois.

The U.S. Equal Employment Opportunity Commission

500 W. Madison St., Suite 2800

Chicago, IL 60661

312.353.2713

Illinois Department of Human Rights

James R. Thompson Center

100 W. Randolph St., Suite 10-1000

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

7. Discipline for Discrimination or Harassment

Any employee, whether co-worker, supervisor, or manager, who is found to have engaged in discrimination or harassment contrary to this Policy will be subject to appropriate disciplinary action, up to and including termination of employment.

Any employee, whether co-worker, supervisor or manager, who is found to have known about discrimination or harassing behavior and who took no action to report it or to stop it, may be subject to appropriate disciplinary action, up to and including termination of employment.

Any student who is found to have engaged in discrimination or harassment contrary to this Policy will be subject to appropriate disciplinary action, up to and including dismissal from their degree program.

8. Appeal Procedures

The respondent has the right to submit an appeal. An individual who wishes to appeal part or all of the outcome of the University's investigation must submit a written appeal to the president of the University within 10 days of being notified of the outcome of the investigation. Appeals of the decision or the sanctions may be filed on grounds of:

- New, relevant, and substantive information not previously available and sufficient to substantially alter the outcome.
- Allegations that the investigator deviated from the investigation and resolution process outlined in the Policy in a way that substantially altered the outcome of the case or influenced the nature of the sanction.
- The sanction is disproportionate with the violation (i.e., excessively harsh or excessively lenient).

The president may affirm the outcome or sanctions, modify either or both, impose new sanctions and/or remedies, or may return the matter for further investigation. The president will issue a determination within 14 days after receiving the individual's submissions, unless the president determines in their discretion that more time is required. The individual will be notified in writing of the outcome of the appeal within seven days after the conclusion of the review of findings or sanctions, including any changes to the determination of whether a violation occurred, the sanctions, or both. The decision of the president is final.

Nondiscrimination and Anti-Harassment Policy and Procedures (Vancouver Campus)

- 1. Prohibited Discrimination
- 2. Prohibited Harassment
- 3. Sexual Harassment - Consensual Relationships
- 4. Prohibited Retaliation
- 5. Complaints of Discrimination, Harassment, or Retaliation
- 6. Investigation and Resolution Process
- 7. Discipline for Discrimination or Harassment
- 8. Appeal Procedures

It is the policy of Adler University that no person shall be the object of discrimination or harassment on the basis of race, colour, ancestry, nationality, religion, sex, sexual orientation, gender identity or expression, body size and shape, place of origin, political belief, age, marital status, family status, physical or mental disability, past or current occupation, or because the person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or the intended employment of that person, or any other status protected by local, provincial, or federal law in its employment or its educational settings ("Prohibited Grounds").

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. Please see the Employee Handbook for the Respectful Workplace Policy.

1. Prohibited Discrimination

Discrimination means any form of unequal treatment - whether that treatment imposes extra burdens or denies benefits - based on any of the Prohibited Grounds. Discrimination may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices, or procedures that appear neutral, but have the effect of disadvantaging any protected group of people. Discrimination may take obvious forms, or it may occur in very subtle ways. In any case, even if there are many factors affecting a decision or action, if discrimination is one factor, that is a violation of this Policy.

2. Prohibited Harassment

Harassment is a form of discrimination. Harassment means an incident, and/or course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known, or ought reasonably to be known, to be offensive, embarrassing, humiliating, demeaning, or unwelcome. This includes any microaggression or macroaggression, defined as a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

Examples of harassment include but are not limited to:

- Making remarks, jokes, or innuendos related to an individual's race, disability, religion, age, or any of the Prohibited Grounds of discrimination.
- Displaying or circulating offensive pictures, graffiti, or materials related to any of the Prohibited Grounds, whether in print form or via email or other electronic means.
- Singling out an individual for humiliating or demeaning "teasing" or jokes because the individual is a member of a protected group.
- Ridiculing an individual because of dress, language, or other characteristic that is related to any of the Prohibited Grounds.

Sexual harassment is a form of harassment that can include:

- Unwelcome remarks, jokes, or innuendoes about gender, sex, or sexual orientation.
- Unwanted comments or questions about an individual's personal life.
- Refusing to work with others because of their sex or sexual orientation.
- Displaying or distributing sexually explicit or otherwise offensive material through print or electronic media.
- Derogatory or degrading comments about a person's body.
- Leering or other offensive or sexually aggressive gestures.
- Unwelcome advances, invitations, or propositions of a sexual nature or repeated invitations after previous requests have been refused.
- Advances, invitations, or propositions of sexual nature, which might, on reasonable grounds, be perceived as placing a condition on a person's future employment, assignments, or opportunity for promotion or training.
- Unwanted physical contact or verbal abuse or threats of a sexual nature.

An extreme form of sexual harassment includes sexual assault. Sexual assault is a form of sexual misconduct and may include an attempt, coupled with the ability, to commit a violent injury on the person of another because of that person's gender or sex. 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. This Policy does not preclude an individual at any time during the process from contacting law enforcement to file a report of sexual assault. Visit the Canadian Criminal code on sexual assault website <https://www.sexassault.ca/criminalprocess.htm> for more information.

To file a complaint of sexual assault, any person may contact one of the Title IX coordinators identified in this Policy, and may also get assistance by calling the police (911) and/or by going to a local emergency room. Please see the Human Resources/People and Culture page on Adler Connect for the University's Title IX Policy.

3. Sexual Harassment - Consensual Relationships

Romantic/sexual 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) 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, provides grounds for complaint when that relationship gives undue access or advantage to, restricts opportunities of, or creates a hostile, unethical, and unacceptable environment for one of the parties to the relationship, or for others. For these reasons, the University prohibits any employee of the University to engage in a consensual relationship with any University student or any University employee under their supervision.

Consent will generally 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. Please see the Employee Handbook for the University's Workplace Violence Policy.

4. Prohibited Retaliation

Adler University prohibits retaliation and the threat of retaliation against any person (including complainants, respondents, and witnesses) exercising their rights and/or responsibilities in good faith under this Policy or federal, provincial, 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, provincial, or local law, that is likely to dissuade the individual from exercising their 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.

5. Complaints of Discrimination, Harassment, or Retaliation

The Office of People and Culture (OPC) is responsible for receiving, processing, and investigating complaints of discrimination, harassment, and/or retaliation involving employees of Adler University, as well as, vendors, clients, and other third parties.

A student may file a complaint with the OPC if it concerns the actions of a University faculty or staff employee, vendor, client, or any third party with whom the University has interaction. Complaints should be directed to the Office of People and Culture directly at 312.662.4415. or to the executive dean, Vancouver Campus at 236.521.2401.

The Division of Student Affairs (DSA) is responsible for receiving, processing, and investigating complaints of discrimination, harassment, and/or retaliation involving student complaints against other students. Students

who wish to make such a complaint may contact the Office of Student Affairs directly at 312.662.4141 or in Vancouver, the manager, Student Services at 236.521.2433.

Employees or students who report incidents of discrimination, harassment, and/or retaliation may bring a support person with them to OPC or DSA when filing the complaint. Every effort will be made to help employees and/or students through the process in a respectful and supportive manner. Employees who hear about incidents of discrimination, harassment, and/or retaliation from students are expected to review this Policy with them and work with the student to bring forward the complaint to the appropriate office (OPC or DSA).

There are multiple channels for the reporting of violations of this Policy. If any person believes they have been the subject of, or have witnessed, or are aware of, discrimination, harassment, or retaliation, they should make a complaint as soon as possible to the OPC and/or the DSA or to their supervisor, chair or program director, or executive dean. If an individual contacts their supervisor, chair or program director, or executive dean, this person must direct the individual to OPC or DSA based on the nature of the complaint. Formal complaints must be received by OPC or DSA from the person filing the complaint.

The University'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 University therefore strongly encourages complainants to contact the OPC and/or the DSA as soon as possible, to the extent practicable, after the alleged conduct. While the University acknowledges it is often difficult to come forward in a timely fashion, it advises that complaints be filed as soon as possible and 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 vice president of People and Culture at 312.662.4415 or to the executive dean of the Vancouver Campus at 236.521.2401.

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

If a criminal investigation is pursued by a person filing a complaint, such investigations can be conducted concurrently to any internal investigation conducted by Adler University.

6. Investigation and Resolution Process

When the OPC or the DSA, or both, receive a complaint of discrimination, harassment, and/or retaliation, they will promptly designate an individual to investigate the allegation in a fair and expeditious manner. The role of the investigator is to conduct a neutral investigation and then to make a finding as to whether or not a policy violation exists. The investigator can also make recommendations regarding disciplinary actions to be reviewed by the appropriate University Officials (see Resolution of Complaint section below). In rare instances, the OPC or DSA may engage an external investigator for some or all portions of the investigation at the discretion of the University.

Every complaint is based on its own facts and circumstances, which can impact the course of the investigation. The following is an outline of the procedure generally followed once a complaint has been brought to the attention of the OPC and/or the DSA.

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 OPC and/or the DSA.

A. Filing a Complaint

If any person believes they have been the subject of, or have witnessed, or are aware of discrimination, harassment, or retaliation, they should make a complaint as soon as possible to the Office of People and Culture (OPC) and/or the Division of Student Affairs (DSA). An individual may also contact their supervisor, chair or program director, or executive dean who will then support and direct the person to OPC or DSA based on the nature of the complaint.

Formal complaints must be received by OPC or DSA from the person filing the complaint.

For a complaint against an employee of Adler, as well as vendors, clients, and other third parties:

Vancouver Campus

Executive Dean, Vancouver Campus 520 Seymour St.

Vancouver, BC V6B 3J5 236.521.2401

For a complaint against a student:

Vancouver Campus

Manager, Student Services 520 Seymour St.

Vancouver, BC V6B 3J5 236.521.2401

B. Processing a Complaint

In processing a complaint, the OPC and/or DSA will:

- Acknowledge receipt of the complaint in writing.
- Work closely with the person filing the complaint to provide supportive resources (e.g., Adler Student Assistance Program or Employee Assistance Program) as they move through the process. Consideration of the need for self-care and resources to address any trauma response related to the complaint will be a high priority.
- Acknowledge receipt of the complaint in writing.
- Work closely with the person filing the complaint to provide supportive resources (e.g., Adler Student Assistance Program or Employee Assistance Program) as they move through the process. Consideration of the need for self-care and resources to address any trauma response related to the complaint will be a high priority.

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. The complainant and respondent are permitted to bring a support person to this meeting.

- Prepare a summary of the investigation and the findings for the OPC and/or DSA. Findings will be determined utilizing a preponderance of the evidence standard after examining the entirety of the information available at the time of the investigation.

D. Resolution of Complaint

The OPC and/or DSA are charged with the responsibility of investigating complaints of discrimination, harassment, and/or retaliation, making findings, and reporting their findings to the appropriate University officials.

Depending upon the nature of the complaint and findings, the appropriate University officials will be notified and may include, but are not limited to, the supervisors or department heads of the complainant and respondent, the vice president of Administration, the vice president of Finance, the vice president of Academic Affairs or executive dean, the applicable chair or program director, and the Office of the President. In cases in which policy violations and/or findings and recommendations are presented involving students, the DS will also notify the Student Development Committee or Student Comprehensive Evaluation Committee.

The OPC and/or the Division of Student Affairs will provide written notification to the complainant, respondent, and the appropriate University officials of its findings and recommendations. A face-to-face meeting will generally accompany the written documentation.

Following the investigation, If the OPC and/or the DSA 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. Whether or not the Nondiscrimination and Anti-Harassment Policy is deemed to have been conclusively violated, it is acknowledged that conflicts that make their way through a complaint process may result in schisms that create ongoing resentments between parties. It is the goal of the process that examines conflict to acknowledge and not vilify any party to a conflict. Additionally, in an effort to restore the community to its highest form of function, a restorative justice process may be made available to all sides of a conflict, should all sides voluntarily choose to participate. This would entail a separate restorative justice practitioner meeting with each party to the conflict to fully understand the residual harm they are experiencing due to the conflict.

Each party will also be asked if they are interested in participating in a restorative justice process that allows each party to bring a support person, to discuss residual harm, and to create a repair-of- harm agreement in collaboration with the restorative practitioner. If all parties desire to participate voluntarily in a restorative justice process, it will be arranged.

Supervisors, department heads, and other Adler University managers have the responsibility for implementing appropriate corrective action. The OPC may advise in the implementation of corrective action and may monitor the implementation of the corrective actions.

To the extent that the OPC concludes that other University policies may have been violated by the reported conduct, the appropriate University official(s) will be notified.

E. Confidentiality

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

The files of complaints will be maintained in the appropriate office, either the OPC or the DSA, depending upon the nature of the complaint and the office that is charged with investigation. Documents and information collected by the OPC 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.

F. Other Resources

Although the University encourages employees and students 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.

7. Discipline for Discrimination or Harassment

Any employee, whether co-worker, supervisor or manager, who is found to have engaged in discrimination or harassment contrary to this Policy will be subject to appropriate disciplinary action, up to and including, termination of employment.

Any employee, whether co-worker, supervisor or manager, who is found to have known about discrimination or harassing behaviour, and who took no action to report it or to stop it, may be subject to appropriate disciplinary action, up to and including termination of employment.

Any student who is found to have engaged in discrimination or harassment contrary to this Policy will be subject to appropriate disciplinary action, up to and including dismissal from their degree program.

8. Appeal Procedures

The Respondent has the right to submit an appeal. An individual who wishes to appeal part or all of the outcome of the University's investigation must submit a written appeal to the President of the University within 10 days of being notified of the outcome of the investigation.

Appeals of the decision or the sanctions may be filed on grounds of:

- New, relevant, and substantive information not previously available and sufficient to substantially alter the outcome.
- Allegations that the Investigator deviated from the Investigation and Resolution Process outlined in the Policy in a way that substantially altered the outcome of the case or influenced the nature of the sanction.
- The sanction is disproportionate with the violation (i.e., excessively harsh or excessively lenient).

The president may affirm the outcome or sanctions, modify either or both, impose new sanctions and/or remedies, or may return the matter for further investigation. The president will issue a determination within 14 days after receiving the individual's submissions, unless the president determines in their discretion that more time is required. The individual will be notified in writing of the outcome of the appeal within seven days after the conclusion of the review of findings or sanctions, including any changes to the determination of whether a violation occurred, the sanctions, or both. The decision of the president is final.

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's 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 with the University commissioner. The designated University commissioner is the Vancouver Campus executive dean. The University commissioner can conduct an investigation and will respond to the complaint in writing. For questions about the confidentiality of records and privacy of students, please contact the dean of the Vancouver Campus at 236.521.2401. 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.

Pregnancy at Adler (Chicago/Online Campuses)

Pregnancy at Adler

Adler treats 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: TitleIX@adler.edu.

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. Accommodation due to pregnancy or related issues may need to be made in situations where an extended leave is medically necessary.

If you are experiencing any **medical complications from pregnancy or childbirth** (e.g., preeclampsia, gestational diabetes, hyperemesis gravidarum) or will be undergoing surgery like a cesarean section, you are protected under the Americans with Disabilities Act (ADA). **Contact Disability Services to discuss disability-related accommodation.** Disability Services will work with you and your program to determine what accommodations may be reasonable based on a case-by-case, interactive basis. Note that medical documentation will be necessary. Contact Disability Services at DisabilityOffice@adler.edu.

You also may consider taking a Medical Leave of Absence. It is encouraged that you consult with your program chair or advisor as soon as possible to determine if a leave may be right for you, and how it may impact your completion of your program. A Medical Leave of Absence form is available on the Registrar page on Adler Connect.

Situation	Contact
You are requesting excused absences due to childbirth/pregnancy.	Your course instructors
You have questions about taking time off due to pregnancy.	Title IX: TitleIX@adler.edu

You have concerns about possible pregnancy or childbirth discrimination, or wish to report discrimination.	Title IX: TitleIX@adler.edu
You require accommodations for typical pregnancy symptoms (e.g., frequent restroom breaks or elevator access) .	Title IX: TitleIX@adler.edu
You are experiencing pregnancy or birth related medical complications, and require accommodations .	Disability Services: DisabilityOffice@adler.edu
You need a significant amount of time off due to pregnancy or childbirth .	Consider taking a Medical Leave of Absence. Form available from the Registrar. (Available on Registrar's Adler Connect page.)

Other Information

- Adler provides a nursing room with privacy, a refrigerator and access to electricity. You may access the room on the Chicago campus by visiting the Front Desk on the 15th floor and requesting a key.
- Review Adler's policy about children visiting found in "Children on Campus" section of the Student Handbook.

Religious Holiday/Attendance Policy

Adler University has an ethical obligation to offer flexibility to all students who must be absent from classes or miss scheduled exams to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance.

Purpose

- Adler University values its diverse community and wishes to formalize its practices on accommodation for religious observances by students.
- While Adler University promotes a welcoming and respectful environment for religious practices, these guidelines are specifically intended to address religious observances that require a cessation of work.
- These guidelines do not include similar flexibility for secular, moral or ethical beliefs, or political convictions.
- These guidelines outline a process for addressing religious observances that conflict with the scheduling of a student's academic or course-specific requirements. It is intended to assist in responding to students' religious observances while ensuring that the integrity of the course or program of study is not compromised. The term "reasonable/suitable accommodation" or "flexibility" used in these guidelines will depend on the facts and the circumstances present in each individual case.

Religious Obligations Conflicts with Class Attendance, Assignments, or Scheduled Exams

Students who experience a conflict between a religious obligation and scheduled assignments, tests, mid-term examinations, final examinations, or requirements to attend classes should be accommodated. Students requiring academic accommodation are directed to contact the instructor in charge of the course within the first week of classes to identify conflicts and make alternative arrangements. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of religious conflict should be accepted at face value. When a request for

accommodation cannot be resolved between the student and the faculty member, the program director is identified as a mediator.

Faculty members are encouraged to include precise instructions regarding their own policies for these circumstances in their syllabus and call attention to the requirement for early, timely arrangements. If an exam is scheduled on a religious holiday, the faculty member is encouraged to provide a suitable option for the affected students. Other reasonable and appropriate adjustments to the course meeting and assignment schedule may be made by the course instructor. Classes missed to observe a religious holiday should be counted as an excused absence. The specific accommodations employed may vary from course to course depending upon factors such as the size of the class, nature of the course content, and mode of instruction. All faculty in all courses are expected to create a class-specific accommodation policy which strives to maintain a climate of essential fairness to all members of the class. It is also expected that faculty work with students to be flexible on an individual basis.

If students are somewhat tardy in informing faculty of their religious observance obligations, faculty may accommodate them where practical. Faculty are encouraged to announce the specifics of class policies to students and include it as part of the course syllabus so that they can notify you of any conflicts as soon as possible. If accommodations cannot be resolved between a student and a faculty member, the chief academic officer of that campus shall make a decision.

State Contact Information

Complaint Resolution Contacts by State

If a student's complaint cannot be resolved after exhausting the Adler University complaint and 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, is provided per the Federal Higher Education Act, and should not be interpreted as informative of what agencies regulate Adler University, or in what states Adler is licensed or required to be licensed.

Alabama

Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130-2000
ache.state.al.us/Content/Departments/NRI/federal-reg.pdf

Alabama Department of Postsecondary Education
P.O. Box 302130
Montgomery, AL 36130-2130
<https://www.accs.edu/student-complaints/>

Alaska

Alaska Commission on Postsecondary Education
P.O. 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 St., 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
<https://www.adhe.edu/private-career-education/students>

California

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

Colorado

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

Connecticut

Connecticut Department of Consumer Protection
165 Capitol Ave., 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
<https://osse.dc.gov/page/frequently-asked-questions-students#complaint>

Florida

Florida Commission for Independent Education
325 W. Gaines St., Suite 1414
Tallahassee, FL 32399-0400
fldoe.org/cie/complaint.asp

Georgia

Georgia Nonpublic Postsecondary Education Commission
2082 E. Exchange Pl. #220

Tucker, GA 30084-5334
<https://gnpec.georgia.gov/student-complaint-forms>

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.,
P.O. 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 College Student Aid Commission
475 SW 5th St., Suite D
Des Moines, IA 50309
877.272.4456
Online student complaint submission:
<https://www.iowacollegeaid.gov/sdrf-start>

Kansas

Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, KS 66612-1368
https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

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
[https://secure.kentucky.gov/formservices/ AttorneyGeneral/ConsumerComplaintForm](https://secure.kentucky.gov/formservices/AttorneyGeneral/ConsumerComplaintForm)

Louisiana

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

Louisiana Attorney General Office, Consumer Protection Section
P.O. Box 94005
Baton Rouge, LA 70804
ConsumerInfo@ag.state.la.us
1.800.351.4889, 225.326.6465
<https://www.ag.state.la.us/Form/Consumer/Dispute>

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
mhec.state.md.us/higherEd/acadAff/MHECStudentComplaintProcess.pdf

Office of the Attorney General Consumer Protection Division
200 St. Paul Place
Baltimore, MD 21202
Consumer Protection Hotline: 410.528.8662
consumer@oag.state.md.us
<http://www.marylandattorneygeneral.gov/Pages/CPD/complaint.aspx>

Massachusetts

Massachusetts Board of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108
<https://www.mass.edu/forstufam/complaints/complaintform.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
<https://www.michigan.gov/lara/0,4601,7-154-89509---,00.html>

Minnesota

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
<http://www.ohe.state.mn.us/pdf/ComplaintForm.pdf>

Mississippi

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453
mississippi.edu/mcca/downloads/studentcomplaintform.pdf

Consumer Protection Division, Office of the Attorney General
P.O. Box 22947
Jackson, MS 39225-2947
<http://www.ago.state.ms.us/contact/ago.state.ms.us/wp-content/uploads/2013/08/Consumer-Complaint-Form.pdf>

Missouri

Missouri Department of Higher Education
205 Jefferson Street, P.O. Box 1469
Jefferson City, MO 65102-1469
info@dhe.mo.gov Policy: http://dhe.mo.gov/documents/POLICYONCOMPLAINT_RESOLUTION-reviseddraft.pdf

Montana

Montana Board of Regents, Office of Commissioner of Higher Education Montana University System
2500 Broadway St., P.O. Box 203201
Helena, MT 59620-3201

Nebraska

Nebraska Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509-5005

Nebraska Attorney General Consumer Protection Division
2115 State Capitol
Lincoln, NE 68509
<https://ago.nebraska.gov/constituent-complaint-form>
Hotline: 800.727.6432

Nevada

Nevada Commission on Postsecondary Education
8778 S Maryland Parkway, Suite 115
Las Vegas, NV 89123
http://cpe.nv.gov/Students/Students_Home/

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
P.O. Box 542 Trenton, NJ 08625
nj_che@che.state.nj.us

New Mexico

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

New York

New York Office of College and University Evaluation New York State Education Department
5 North Mezzanine
Albany, NY 12234
ocueinfo@mail.nysed.gov
<http://www.p12.nysed.gov/psc/complaintprocess/complaint.html>

North Carolina

Postsecondary Education Complaints
c/o Assistant Director of Licensure and Workforce University of North Carolina General Administration
910 Raleigh Rd.
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
<https://attorneygeneral.nd.gov/sites/ag/files/documents/Complaints.pdf>

Ohio

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

Ohio Attorney General, Consumer Protection Section
30 E. Broad St., 14th floor
Columbus, OH 43215-3400
<https://www.ohioattorneygeneral.gov/Media/Newsletters/Consumer-Advocate/April-2018/How-to-File-a-Consumer-Complaint>

Oklahoma

Oklahoma State Regents for Higher Education 655 Research Parkway, Suite 200
Oklahoma City, OK 73104
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
www.oag.ok.gov/Websites/oag/images/Documents/Divisions/Consumer/2017_Citizen_Complaint_Form.pdf

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
justice.oregon.gov/consumercomplaints/OnlineComplaints/OnlineComplaintForm/en

Pennsylvania

Pennsylvania Department of Education 333 Market St.
Harrisburg, PA 17126-0333
www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/Students-Complaints.aspx

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 St.
Providence, RI 02903
<https://riag.wufoo.com/forms/q1851amb1bdd4d5/>

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, State Capitol
500 East Capitol Ave.
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
<https://atg.sd.gov/complaintform.aspx>

Tennessee

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243
<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>

Texas

Texas Higher Education Coordinating Board
1200 E. Anderson Ln.
Austin, TX 78752
http://www.thecb.state.tx.us/reports/PDF/8616.PDF?CFID=74916598&CFTOK_EN=32269308

Office of the Attorney General Consumer Protection Division
P.O. Box 12548
Austin, TX 78711-2548
<http://txoag.force.com/CPDOnlineForm>

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
<https://www.schev.edu/index/how-do-i/student-complaints>

Washington

Washington Student Achievement Council
917 Lakeridge Way, P.O. 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
P.O. Box 1789
Charleston, WV 25326-1789
<https://ago.wv.gov/Pages/consumercomplaint.aspx>

Wisconsin

Wisconsin Educational Approval Board
201 W. Washington Ave., 3rd Floor
P.O. Box 8696
Madison, WI 53708
eabmail@eab.wisconsin.gov
<https://dsps.wi.gov/Documents/EAComplaintForm3.01.doc>

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
P.O. Box 1900
San Juan, Puerto Rico 00910-1900

Puerto Rico Department of Justice
P.O. 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

Student Complaints and Appeal Policy and Procedure

Adler University designates certain administrative offices as responsible for receiving, investigating, and resolving student complaints. Depending upon the nature of the complaint, there are specific policies and procedures, as detailed below. This policy applies to all Adler University students regardless of department, campus, status, or location. No retaliation shall be taken against a student who articulates a complaint.

Students who wish to submit a complaint can do so by following the complaint submission steps listed below.

How to submit student complaints:

Type of Complaint Policy	Brief Description	How to Submit Complaint
General Student Complaint and/or Appeal Policy	• Most concerns can be resolved informally by speaking directly with the individual; this approach is encouraged. • If the issue is not resolved, students who have a complaint against a faculty, staff member, or administrator are expected to pursue the General Student Complaint and Appeal policy and procedure. • Students who are appealing decisions regarding academic status, disciplinary action, or dismissal are expected to pursue the General Student Complaint and Appeal policy and procedure.	Complete the Student Complaint Form and submit it to studentcomplaints@adler.edu

Non-Discrimination and Anti-Harassment Policy	No person shall be the object of discrimination or harassment on the basis of race, color, creed, ancestry, ethnicity, religion, sex, gender, sexual orientation, gender identity or expression, body size and shape, national origin, political belief, age, marital status, family relationship status, parental status, physical or mental disability, status as a victim of domestic violence, arrest record, pregnancy, childbirth (including but not limited to conditions related to pregnancy or childbirth), genetic information, citizenship status, military or veteran status (including unfavorable military discharge), conviction of criminal offense that is unrelated to the employment or the intended employment of that person, or any other status protected by local or federal law in employment or educational settings.	Complete the Student Complaint Form and submit it to studentcomplaints@adler.edu

Title IX Sexual Harassment Policy (Chicago and Online)	- Prohibits Title IX Sexual harassment that occurs within education programs or activities. Sexual harassment includes quid pro quo sexual harassment, hostile environment sexual harassment, sexual assault, domestic violence, dating violence, and stalking. - Any person may report sexual harassment to the Title IX coordinator or deputy coordinator. In-person reports must be made during normal business hours, but reports can be made by regular mail, telephone, or electronic mail at any time, including outside of normal business hours.	Reports may be made by complainants, third parties, witnesses, or bystanders and may be made in person, by regular mail, telephone (Julie Proscia at 312.662.4304 or Ben Lyon at 312.662.4103), email (titleix@adler.edu), or by any other means that results in the Title IX coordinator receiving the person's verbal or written report. Individuals, including third parties and bystanders, can submit a report of sexual harassment electronically by completing the form found here.

Sexual Misconduct Policy (Vancouver)	- Sexual misconduct includes sexual harassment, sexual assault, and sexual exploitation; is a form of sex discrimination, and it is prohibited. Interpersonal violence includes domestic violence, dating violence, and stalking, and it is also prohibited. - In-person reports must be made during normal business hours, but reports can be made by regular mail, telephone, or electronic mail at any time, including outside of normal business hours.	Reports may be made by complainants, third parties, witnesses, or bystanders and may be made in person, by regular mail, telephone (Julie Proscia at 312.662.4304, Suzanne Milner at 236.521.2433, or Ben Lyon at 312.662.4103), by email (titleix@adler.edu), or by any other means that results in the Title IX coordinator receiving the person's verbal or written report. Individuals, including third parties and bystanders, can submit a report of sexual harassment electronically by completing the form found here.
Grade Appeals Policy	Specific criteria, as specified in the catalog, is required to form the basis of a grade appeal.	Any student may request a grade appeal by contacting their instructor directly.
Student Development Committee (SDC) Appeals Policy	- Students have the right to appeal decisions made by their program SDC. - Complete description of SDC and related appeal policy is found in the Student Handbook.	Students must submit a written appeal stating the grounds for the appeal with supporting documentation directly to the program chair or director of their academic program.

General Student Complaint and Appeal Policy and Procedure:

The purpose of the Adler University General Student Complaint and Appeal Policy is to provide students with an avenue to resolve complaints or appeal decisions regarding the implementation of Adler University policies and procedures.

Students must exhaust the General Student Complaint and Appeal Procedure before bringing a legal claim against Adler University.

Informal Complaint Procedure

The initial step is for the student to try to obtain resolution or redress through discussions with the person(s) involved. These discussions should be held as soon as possible. Faculty, staff, and administrators should respond in a reasonable and timely manner to answer questions and/or to resolve problems or complaints brought to their attention by students. Students are strongly encouraged to seek support and assistance from their adviser as well as the Office of Student Affairs. If the matter is still not resolved, the student should proceed to the formal complaint procedure.

Formal Complaint Procedure

Upon submission of the Student Complaint Form to studentcomplaints@adler.edu, the student will receive an automated acknowledgment of the complaint. The Office of the Office of People and Culture will review the complaint and assign it to the responsible department or administrator. Complaints processed under the Non-Discrimination and Anti-Harassment Policy, Title IX Sexual Harassment Policy (Chicago and Online), Sexual Misconduct Policy (Vancouver), or Grade Appeals policies will be processed within the procedures and timelines of the respective policy.

Complaints processed under the General Student Complaint and Appeal Procedure will be investigated and resolved within 15 business days. This timeline can be extended to 30 business days with written notice from the responsible

administrator. The responsible administrator will advise the complainant if the timeline will be extended. The responsible administrator in receipt of the complaint will issue a written determination of the complaint which will be provided to the student and the affected unit/department or other individual.

If it is evident the complaint has not been previously addressed by the appropriate department/unit for investigation and proposed resolution, the complaint may be referred to the correct level for a decision. The office that receives the complaint may overturn, modify, or uphold the previous decision made by the head of the unit.

The decision of the responsible administrator is final.

Appeal Procedure

A student has the right to appeal decisions regarding academic status, disciplinary action, or dismissal, if the student believes:

- There is procedural error identified that indicates a substantial breach of institutional policy, procedure, or established practice.
- There is new information of a substantive nature that was not available at the time the decision was made. New information may require documentation.
- The initial decision is biased or in violation of stated student rights.

The University reserves the right to temporarily restrict students who have been referred for a comprehensive evaluation process from attending classes, training, or university-sponsored activities, events, or programs while under review. This restriction may apply throughout related appeal processes.

Students who wish to appeal for reasons stated above must submit an appeal by completing the Student Complaint Form and attaching any additional documentation within 10 business days of the incident or initial decision date. The Student Complaint Form and attached documentation of the appeal should be directed to studentcomplaints@adler.edu.

Once the written appeal is received, the campus executive dean will determine if a meeting with the student is necessary. If it is evident the complaint has not been previously addressed by the appropriate department/unit for proposed resolution, the complaint may be referred to the correct level for a decision.

The campus executive dean will render a written decision to the student within 10 business days of receipt of the formal written complaint. The University reserves the right to extend the decision date depending on the circumstances in order to conduct a full review. This extension will not exceed 30 business days. The executive dean can, at their discretion, convene an appeal review committee to review and determine the outcome of any appeal. All decisions on appeals are final.

It is the expectation of Adler University that students will find a fair and equitable resolution to complaints when following the complaint process as outlined above; however, if a student desires to take further action, information for filing complaints with our state/provincial governing entity can be found at <https://www.adler.edu/disclosures/>.

Student Complaint Form (click the link below that reads "Disclosures | Adler University")

[Disclosures | Adler University](#)

Students with Disabilities

Adler University seeks to facilitate an environment where all students thrive academically and professionally. Disability Services within the Office of Student Affairs serves and supports students with disabilities by creating an accessible learning environment, removing barriers that may impede full participation, and fostering full inclusion across the Adler community.

It is the policy of Adler University to offer reasonable accommodations to students with 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 accommodation to participate in the courses, programs, or activities offered by the University, the student may request accommodation by contacting the appropriate department listed below. The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation as accommodation cannot be applied retroactively. Review the University's ADA Policy for additional information.

Any student with disabilities, including psychological, medical, physical, visual, hearing, and learning disabilities that affect their academic experience may be eligible for reasonable accommodations and should begin the request process as follows:

Chicago and Online campuses: Students should email Disability Services within the Office of Student Affairs. Disability Services will work directly with the student to develop a reasonable accommodation plan. Disability Services will also work with faculty regarding the provision of reasonable accommodations.

Vancouver Campus: Students seeking accommodation on the Vancouver Campus should contact Student Services at VanStudentServices@adler.edu.

Teach-Out and Transfer for Students from Closed or Closing Institutions Policy

Overview

Adler University holds at the core of its educational mission and values the Adlerian construct of social interest, the connection between individual and community well-being. The University endeavors to create socially responsible practitioners, strengthen communities, and create a more just society. As such, in situations where an institution of higher education is closing or under imminent threat of closing or suspending operations, or negatively affected by a change in regional accrediting status, Adler University may develop and enter into teach-out or transfer agreements in order to receive the closing institution's students and provide them with a path to degree completion.

Adler may develop and offer teach-out and/or transfer agreements or articulation with institutions for degree and academic programs for which Adler:

- Holds appropriate state higher education and accreditation approvals.
- Has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution closing or ceasing operations.
- Is able to provide the receiving students with access to Adler programs and services while remaining capable of meeting all obligations to existing Adler students.

In such scenarios, Adler aims to provide teach-out or transfer agreements that are fair and equitable to students and to provide students with reasonable opportunities to complete their education. Adler will provide programmatic transfer assessments to Adler University degrees with the goal of minimizing completion time. Credits earned at the Closing Institution may transfer to comparable courses at Adler University after evaluation.

A Closing Institution is one recognized as a "closed school" or determined to be in imminent threat of closing or ceasing operation by the United States Department of Education, a regional accrediting body, or a state board of education such as the Illinois Board of Higher Education.

Transferring from a Closing Institution

In order to support students transferring to Adler from Closing Institutions, Adler will create teach-out and/or transfer agreements that are designed to be fair and equitable and that provide students with reasonable opportunities to

complete their education without additional cost and without unreasonable additions to programmatic time to completion.

Transfer Credits

Teach-out and/or transfer agreements established under this policy would establish a transfer pathway for students to be admitted to Adler from the Closing Institution. The established transfer pathway may allow entering students to transfer a greater number of successfully completed credits than typically allowed under Adler's transfer policies. Transfer credit from Closing Institutions is considered on an individual basis. Transfer credits are subject to a course-by-course review process by the department chair or designee, and eligibility requirements may apply.

Applicants seeking to transfer from a Closing Institution must:

- Request a formal credit evaluation prior to beginning the first class at Adler University.
- Provide Adler an official transcript from the institution where the credit was earned.
- When possible, provide syllabi from classes the student wishes to transfer.

Adler University will ensure students wishing to transfer acknowledge the U.S. Department of Education's closed school policies, which include information on federal loan discharge after attending a closed school.

Residency Requirements

For degree programs that typically entail residency requirements, the established transfer agreement may allow transferring students an abbreviated residency requirement for degree completion.

Admission Standards

Admission requirements that are consistent with and appropriate to the transfer pathway specified within the teach-out or transfer agreement will be included in the agreement. These requirements may differ from Adler University's standard admissions requirements.

Course Waivers (All Programs)

In order to create teach-out and/or articulation agreements that are designed to be fair and equitable and that provide students with reasonable opportunities to complete their education without additional cost and without unreasonable additions to programmatic time to completion, Adler may provide course waivers to transferring students under the agreement.

Based on prior academic experience (including, but not limited to, recognition of knowledge/skill acquired in previously completed courses which may not be eligible for transfer credit), Adler may waive one or more required courses and may then designate suitable curriculum replacements. These waivers may constitute a reduction in the total number of overall credits required for degree completion. The decision to grant waivers and apply substitute course credits is a matter for Adler administration and the specific program and is not subject to appeal.

Authorization

Adler University will notify and seek relevant approvals for all teach-out and/or Articulation Agreements with the appropriate authorization entities including regional and programmatic accreditors, and provincial, state, and federal authorizing entities such as the Illinois Board of Higher Education, British Columbia Ministry of Advanced Education, and the U.S. Department of Education, or others.

U.S. Financial Aid

- Financial Aid Eligibility Requirements
- Types of Financial Aid

- Financial Aid Verification Process
- Satisfactory Academic Progress
- Withdrawing and Financial Aid
- Financial Aid Disbursement Timeline
- Loan Counseling
- Chicago & Online Campus International Students

To be awarded financial assistance through the Office of Financial Aid, a student must complete an annual financial aid application and meet all eligibility requirements.

Students who are U.S. citizens, nationals, or permanent residents begin the financial aid process by completing and submitting a Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/fafsa> using Adler University's school code (G20681). Financial aid applications are year-specific and must be renewed each academic year in order to continue funding. Undergraduate students who are considered dependent for the purposes of applying for federal student aid must include parental information on the FAFSA. Graduate students are automatically considered independent and do not need to include parental information in the FAFSA.

In certain instances, other aid application materials may be required. These additional items will be formally requested, via Adler student email, by the Office of Financial Aid if they are necessary to complete the aid application process.

Once students are admitted to an eligible program of study and have a valid FAFSA on file, aid eligibility can be evaluated. Students will be notified of their aid offer via their Adler student email. They will be directed to review, request aid revisions, accept awards, and electronically sign their award letter via Financial Aid Self-Service, accessed in the Quick Links area of Adler Connect. Students receive access to this site shortly after being officially accepted to Adler University.

Chicago and online students who are Canadian citizens may be eligible to apply for student aid through your province or territory; more information can be found on the Canadian government website at <https://www.canada.ca/en/services/benefits/education/student-aid/grants-loans/province-apply.html>. We encourage you to contact your province or territory's student aid office with any questions about determining your eligibility for Canadian aid programs.

Full information related to Adler University's financial assistance programs can be obtained online at adler.edu/disclosures.

Financial Aid Eligibility Requirements

The U.S. Department of Education requires specific criteria to be met to qualify for U.S. federal student aid. Those requirements, such as being enrolled in a degree or certificate program at Adler University, are available online at <https://studentaid.gov/understand-aid/eligibility/requirements>.

In addition, to continue receiving financial aid, including Adler University scholarships, students must maintain Satisfactory Academic Progress towards the completion of their degree/certificate. The requirements to maintain Satisfactory Academic Progress for financial aid purposes can be found later in this section of the Catalog.

Enrollment Status Considerations When Retaking Coursework

Federal student loans require a minimum of half-time enrollment. 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 (grade of F, or grade of NC in a credit/no credit course) can have the repeated failed course calculated in their enrollment status as many times as it is necessary to get a passing grade. See the next bullet for an exception.

- A student who is retaking a previously passed course to improve their grade in it may have exactly one repetition of that course included in their enrollment status. In the case when a student retakes the previously passed course to improve their grade and fails the second time, the student may not receive aid for retaking the class for a third time.

Types of Financial Aid

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

- **Grants and Scholarships:** Free money that does not need to be repaid. Most times, this assistance is based on financial need, academics, personal background, essay completion, or some combination of these categories.
- **Loans:** Money that must be repaid at some point in the future, with interest. Undergraduate student federal loans include both need and non-need-based options. Need is defined as cost of attendance minus the SAI, as calculated by your FAFSA, minus other financial assistance. Graduate student federal loans are not need-based, but there may be a credit check required.
- **Student Employment:** Assistance that is earned by working for the institution or an outside organization with whom we are contracted to place students. This assistance is typically need-based and can be funded by either the U.S. federal government or Adler University.
- **Veterans Education Benefits and Military Tuition Assistance:** Assistance available to veterans of the U.S. Armed Forces and their dependents or those on active duty/reserve.

Grants and 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.

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 the Adler University website at <https://www.adler.edu/admission-aid/>.

Federal Undergraduate Grants

The Federal Supplemental Educational Opportunity Grant (SEOG) is available to undergraduate students who demonstrate high need based on the results of their FAFSA. The award amounts range from \$100 to \$4,000, based on student need and availability of funding.

Students who have previously earned a bachelor's degree are not eligible for federal grant funding for additional bachelor's degree programs.

Loans

Many Adler University students find it necessary to take out loans to finance all or a portion of their costs. The Office of Financial Aid strongly encourages those students who qualify to explore U.S. federal student loan options first. Federal student loans that a student took out prior to enrolling with Adler University are eligible for in-school deferment as long as the student maintains at least half-time enrollment.

Federal Direct Subsidized/Unsubsidized Loans

The William D. Ford Federal Direct Loan (Direct Loan) program is a basic component of a student's financial aid award offer. A student must be enrolled at least half-time on a semester basis to be eligible for federal Direct loans.

Interest rates on these loans can vary from year to year but will be fixed at the rate at which they were borrowed. Interest begins to accrue on these loans as soon as money is disbursed to the student's tuition account. There are several repayment plans available.

Direct Subsidized Loans are available to undergraduate students only and are need-based. The amount awarded for the year cannot exceed the student's demonstrated financial need or the annual loan limit, whichever is lower.

Direct Unsubsidized Loans are not need-based and are available to degree and certificate students at all academic levels. The amount awarded for the year cannot exceed the annual loan limit and is based on the student's academic level and/or program.

To qualify for Federal Direct Loan funding, a student must:

- Apply for student financial assistance with Adler University using the FAFSA.
- Accept or reject any Federal Direct Loans offered and sign their Award Offer Letter through Financial Aid Self-Service.
- Complete both a master promissory note and an entrance counseling session (new borrowers).

Maximum Annual and Aggregate Loan Amounts

The Federal Direct Loan Program has annual and aggregate (lifetime) loan limits for Subsidized and Unsubsidized loans. The annual amounts are based on a student's dependency status, need, and academic level and/or program.

Maximum Annual and Aggregate Loan Amounts

The Federal Direct Loan Program has annual and aggregate (lifetime) loan limits for Subsidized and Unsubsidized loans. The annual amounts are based on a student's dependency status, need, and academic level and/or program.

Program	Dependent Student Annual Loan Limit	Independent Student Annual Loan Limit
1 st Year Undergraduate Students	\$5,500 with no more than \$3,500 of this amount in subsidized loans	\$9,500 with no more than \$3,500 of this amount in subsidized loans
2 nd Year Undergraduate Students	\$6,500 with no more than \$4,500 of this amount in subsidized loans	\$10,500 with no more than \$4,500 of this amount in subsidized loans
3 rd Year and Above Undergraduate Students	\$7,500 with no more than \$5,500 of this amount in subsidized loans	\$12,500 with no more than \$5,500 of this amount in subsidized loans
Graduate Students (Except Chicago Campus Psy.D. Students)	Not Applicable (all graduate and professional students are considered independent)	\$20,500 (Unsubsidized only)
Psy.D. Graduate Students (Chicago Campus only)	Not Applicable (all graduate and professional students are considered independent)	\$37,167 in a 12-month academic year (Unsubsidized only; prorated for enrollment in fewer than 12 months)

Lifetime Aggregate Loan Limit

- Dependent Undergraduate students: \$31,000 with no more than \$23,000 of this amount in subsidized loans
- Independent Undergraduate students: \$57,500 with no more than \$23,000 of this amount in subsidized loans
- Graduate students (except Chicago campus Psy.D. students): \$138,500 (including all undergraduate subsidized/unsubsidized loan borrowing)
- Chicago Campus Psy.D. students: \$224,000 (including all undergraduate subsidized/unsubsidized loan borrowing)

Interest Rates

- Federal Direct Unsubsidized Loans first disbursed on or after July 1, 2023, and before July 1, 2024, have a fixed interest rate of 5.50% for undergraduate borrowers and 7.05% for graduate or professional borrowers.

Loan Fees

The federal government assesses a mandatory loan fee on all Federal Direct Loans before the funds arrive at Adler University. These fees are as follows:

- Federal Direct Unsubsidized Loans first disbursed on or after Oct. 1, 2020, and before Oct. 1, 2024, have a loan fee of 1.057% of the principal loan amount.

Federal Direct PLUS Loans

Graduate students may apply for a Federal Direct Graduate PLUS Loan to assist with educational costs. Additionally, parents of federally-dependent undergraduate students may apply for a Federal Direct Parent PLUS Loan to assist with their student's educational expenses. Parents of federally-independent undergraduate students are not eligible to borrow a Parent PLUS Loan on behalf of their student. To be eligible for federal loans, a student must be enrolled at least half-time on a semester basis.

Interest rates on these loans can vary from year to year but will be fixed at the rate at which they were borrowed. Interest begins to accrue on these loans as soon as money is disbursed to the student's tuition account. There are several repayment plans available.

Federal Direct PLUS Loans are not need-based and a credit check is required. The total amount awarded for the year cannot exceed the student's cost of attendance minus all other forms of financial assistance received. There is no aggregate cap on this loan program.

To be offered a Federal Direct Graduate PLUS Loan, graduate students must:

- Apply for student financial assistance with Adler University using the FAFSA.
- Accept or reject each Federal Direct Graduate PLUS Loan offered and sign their award letter through Financial Aid Self-Service.
- Complete both a master promissory note and entrance counseling session (new borrowers).
- Obtain credit approval for the Federal Direct Graduate PLUS Loan. Credit approval is determined by the U.S. Department of Education when the loan is processed by the Office of Financial Aid.

To apply for a Federal Direct Parent PLUS Loan (undergraduate students only):

- The student must apply for student financial assistance with Adler University using the FAFSA and be designated a dependent student for purposes of receiving financial aid.
- The parent must complete the PLUS Loan Application online at <https://studentaid.gov/plus-app/parent/landing> and select Adler University as the recipient. The parent may need to work with the student to complete some portions of the application. Credit approval is determined by the U.S. Department of Education when the PLUS Application is submitted.
- The parent must complete a master promissory note.

If a graduate student or a parent is unable to obtain credit approval on their own, they can add a creditworthy co-borrower (endorser), or they may be able to appeal the credit decision due to extenuating circumstances. Additional steps will be necessary in either case. The student for whom the parent is borrowing the Parent PLUS Loan cannot serve as the endorser on the PLUS loan.

Interest Rates

- Federal Direct PLUS Loans first disbursed on or after July 1, 2023, and before July 1, 2024, have a fixed interest rate of 8.05%.

Loan Fees

The federal government assesses a mandatory loan fee on all Federal Direct PLUS Loans before the funds arrive at Adler. These fees are as follows:

- Federal Direct PLUS Loans first disbursed on or after Oct. 1, 2020, and before Oct. 1, 2024, will have a loan fee of 4.228% of the principal loan amount.

Federal Student Loan Repayment

For Federal Direct Subsidized/Unsubsidized Loans, repayment does not begin until the conclusion of a six-month grace period. This grace period begins after a student graduates, withdraws from school (including taking a leave of absence), or ceases to maintain at least half-time enrollment.

For Federal Direct PLUS Loans, repayment begins as soon as the loan is fully disbursed. Students have the option of deferring repayment while the student is enrolled at least half-time, and for a six-month grace period following graduation, or in the event the student withdraws (including taking a leave of absence) or ceases to maintain at least 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 event deferment is not available. More information on repayment options can be found online at <https://studentaid.gov/manage-loans/repayment>.

Alternative Student Loans

Alternative student loans are private, credit-based loans the student or parent applies for directly with a financial institution. These loans cannot be combined with Federal Direct Loans into a Federal Consolidation Loan following graduation. Alternative loans may be available to international students who have a U.S. citizen or permanent resident co-borrower or to borrowers who are not able to file a FAFSA. Interest rates on alternative loans are variable or fixed and vary based on the lender and the borrower's credit rating.

Students who are eligible for Federal Direct Loans are encouraged to explore federal loans first as there are many benefits that may be unavailable through an alternative loan program.

Student Employment

Students may be able to work part-time while attending Adler University and earn an income through the Student Employment Program. Program participants can be hired for a part-time job at Adler University or through a designated outside community partner. The majority of Student Employment Program participants are funded through the Federal Work-Study (FWS) program. FWS is a need-based employment program that is funded partially by the U.S. government and is factored into the student's overall financial aid offer for the year.

To qualify for a Student Employment Program position, a student must:

- Complete the FAFSA, if eligible to do so, and demonstrate financial need as determined by the FAFSA.
- Interview and be hired for a Student Employment position.
- Complete all required paperwork and onboarding processes with the Office of Financial Aid and People and Culture.

Student Employment Program participants are paid an hourly rate and, while time commitments vary by position, most positions are for 8-10 hours per week. Students may work up to 20 hours per week while classes are in session.

Student Employment positions are not guaranteed, and the number of available positions may be limited. The earliest a Student Employment Program participant may begin work is the first official day of class. Student Employment Program earnings are taxable and paid bi-weekly for all hours worked. View open jobs on the Financial Aid page of Adler Connect beginning in late summer for the following academic year.

Veterans Education Benefits and Military Assistance

U.S. military veterans or those who are on active duty/reserve may qualify for education benefits to help fund their Adler education. A student must be admitted prior to applying for veteran education or military benefits. Once admitted, the student can start the process of applying for benefits by following the steps below.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at benefits.va.gov/gibill.

Veterans Education Benefits

Veterans education benefits are approved by the Illinois State Approving Agency. These programs offer a variety of benefits for students based on their individual military enlistment history. Below are the different benefits that are approved by the Illinois State Approving Agency. Use the GI Bill® Comparison Tool (vets.gov/gi-bill-comparison-tool) to determine which benefit program is the right one for you. Payment rates for each type of benefit are also available on the VA website (benefits.va.gov).

The Post-9/11 GI Bill®

Ch. 33 provides the following benefits to, or on behalf of, the student:

- A scaled tuition and fee payment ranging between 40% to 100% of billed mandatory charges, which is dependent on length of active service. This payment is made directly to Adler.
- A monthly housing allowance (MHA) paid to the student and payable for the zip code of the campus where the student physically attends the majority of classes. This applies to the first enrollment in an educational program on or after August 1, 2018.

Note: Students in Adler's Online Campus will be paid at one-half the BAH national average. Students on active duty, or who are enrolled half-time or less, are not eligible for the MHA.

- A books and supplies stipend paid to the student of up to \$1,000 per year paid proportionally based on enrollment.
- Some veterans may be able to transfer their benefits to a spouse or dependent.
- Adler participates in the Yellow Ribbon Program, which entitles veterans at the 100% tier level to receive full payment of their mandatory charges in excess of the annual cap. Active-duty service members and their spouses are not currently eligible for Yellow Ribbon consideration.
- 1 to receive full payment of their mandatory charges in excess of the annual cap. Active-duty service members and their spouses are not currently eligible for Yellow Ribbon consideration.

Other Veterans Education Benefit Programs

- The Montgomery GI Bill® Active Duty (MGIB-AD, Ch. 30) provides a monthly benefit paid directly to the student.
- The Montgomery GI Selected Reserve (MGIB-SR, Ch. 1606) provides a monthly benefit paid directly to the student.
- The Reserve Educational Assistance Program (REAP, Ch. 1607) provides a monthly benefit paid directly to the student.
- The Veterans Educational Assistance Program (VEAP, Ch. 32) provides a monthly benefit paid directly to the student.
- The Survivors and Dependents Assistance Program (Ch. 35) provides a monthly benefit paid directly to the student who is a survivor or dependent of the veteran.
- Veteran Readiness and Employment (VR&E, Ch. 31, formerly known as Vocational Rehabilitation and Employment) benefits provide payments to Adler for mandatory tuition and fees.

Applying for Veterans Education Benefits

To begin using VA education benefits at Adler University, the student must either apply for their benefit with VA or update their place of training with VA to Adler University. This can all be done on the VA's website at va.gov/education/how-to-apply/.

After applying for or transferring benefits, the Department of Veterans Affairs will determine the student's eligibility and issue a Certificate of Eligibility (COE). The student must provide a copy of the COE to the Office of Financial Aid before benefits can be certified.

Students wishing to use Veteran Readiness and Employment (VR&E) benefits can begin the application process on the VA's website at <https://www.va.gov/careers-employment/vocational-rehabilitation/how-to-apply/>. If you have additional questions about using the benefits at Adler University, contact the Office of Financial Aid for specific information at 844.459.3710 or financialaid@adler.edu.

Pending Tuition and Fee Payments

Students utilizing Post 9/11 G.I. Bill® (Ch. 33) or Veteran Readiness and Employment (Ch. 31) education benefits may have a tuition and fees payment sent directly to Adler University. While the tuition and fee payment are pending from the U.S. Department of Veterans Affairs, Adler will not take any of the following actions:

- Prevent enrollment.
- Assess a late payment fee.
- Require alternative or additional funding.
- Deny access to any resources (access to classes, libraries, or other Adler facilities) available to other students who have satisfied their tuition and fee bills.

This pending payment provision supersedes other policies listed elsewhere in the Course Catalog.

To qualify for this provision, Ch. 31 and 33 students may be required to:

- Provide a Certificate of Eligibility by the first day of class to the Office of Financial Aid.
- Submit a written request to be certified.
- Provide additional information needed in order for the Office of Financial Aid to properly certify enrollment to the VA.

Military Tuition Assistance

Each branch of the U.S. Military offers a Tuition Assistance (TA) program to Active and/or Reserve Military Service members. TA can cover up to \$250 per credit hour, not to exceed the amount per Military Fiscal Year based on branch of service.

- Complete the correct enrollment form associated with your branch of the U.S. military for approval by your Military Education Officer.
- Submit the APPROVED Tuition Assistance (TA) form to Adler University's Office of Student Accounts.

Note: Army TA users will need to complete the TA process through the Go Army Ed website.

You can find more information about U.S. Military tuition assistance programs, including information about the application process, on the Department of Defense website at <https://www.militaryonesource.mil/education-employment/for-service-members/preparing-for-higher-education/how-to-use-the-military-tuition-assistance-program/>.

More Information

If you have questions about using your veterans and/or military tuition benefits at Adler University, do not hesitate to reach out to Adler University staff.

- Veterans Education Benefits or Veteran Readiness and Employment (VR&E) Benefit Questions:

Adler's Office of Financial Aid

844.459.3710

financialaid@adler.edu

- Military Tuition Assistance Questions:

Adler's Office of Student Accounts

312.662.4135

studentaccounts@adler.edu

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. These additional documents may require the Office of Financial Aid 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. Students will be notified via email if they are required to make a correction to their FAFSA.

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.

Complete details regarding the financial aid verification process are available online by selecting Student Financial Assistance at adler.edu/disclosures.

Satisfactory Academic Progress

Federal regulations require that the Adler University Office of Financial Aid monitor the academic progress of all financial aid recipients toward the completion of their degree or certificate. 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, and applies to part-time and full-time students for all semesters of enrollment, including those terms for which no financial aid was granted. Institutional policies regarding academic status and satisfactory progress can be found in the Academic Policy sections for the campus in this catalog.

The Office of Financial Aid has primary responsibility in enforcing this policy. The Registrar's Office and other University offices that maintain student information relevant to this policy provide such information, as requested, by the Office of Financial Aid. All updates from the Office of Financial Aid with regards to a student's SAP standing (Warning, Suspension, Appeal Approved) are sent to the student's Adler email account. [34 CFR §668.34 (a)(11)].

SAP for Adler University 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 Measurements

The maximum time a student has to complete their degree/program is measured in both credit hours and calendar time, based on 150% of the published figures for the length of time and the credit hours required for a given program.

Credit Hours

Students may receive financial assistance for attempted credit hours up to 150% 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, degree programs, as well as 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, maximum timeframe is calculated using the number of hours for which the program was approved by the U.S. Department of Education.

If it becomes mathematically impossible for the student to complete their program according to the maximum timeframe credit hour requirements, the student will be immediately suspended from federal assistance without a warning period, but with the ability to appeal.

Calendar Time

Students may receive financial assistance for attempting coursework for up to 150% of the time it normally takes to complete the academic program, from the date of first registration following admission to the program. The total allowable time is calculated by multiplying the published number of months required to complete the degree/program at Adler by 1.5 and rounding up to the nearest semester. For example, for a program that takes 22 months of enrollment to complete, a student may attempt up to 3 years of enrollment.

Periods of approved leave of absence *do not* count against the calendar time for semesters in which there is no academic activity, as reported by faculty. (In the absence of faculty-reported data, course withdrawal dates are used.) Once a student meets these timeframes, they will be immediately suspended from federal assistance without a warning period. An appeal can be submitted under very limited circumstances if the university approves additional time for the student to complete academic requirements for their program.

A student who completes all academic requirements for their program but does not yet have the degree or certificate is not eligible for further federal financial aid for that program.

Cumulative Progress Towards Degree or Certificate

Students must successfully complete at least 66.7% of the credit hours they attempt. This is 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 and Vancouver Campuses non-PsyD 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 and Vancouver Campuses PsyD 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 undergraduate 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.
- Successful completion for Online Campus Masters and certificate level 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.
- Successful completion for Online Campus Doctoral level students is a 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.
- All other grades (including missing, incomplete, and in-progress grades) are counted in the attempted hour total but not the completed hour total. If an incomplete or in progress 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 or in-progress grade has been converted.
- Students who drop courses will not have those dropped courses counted in the attempted hours total if they are dropped during the official 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 on all campuses must maintain a minimum cumulative GPA of 3.0. Undergraduate students must maintain a minimum cumulative GPA of 2.0.

- GPA is measured for the current active program.
- Transfer credits (internal or external) are not included in the GPA calculation.
- GPA calculation does not commence until student begins registration in non-CR/NC coursework.

Evaluation of Satisfactory Academic Progress

Evaluation of Satisfactory Academic Progress is made at the end of each semester by the Adler University Office of Financial Aid once final grades are published in the University system. This review is completed through a manual

review of grades received, courses attempted, cumulative progress towards degree completion, and cumulative GPA. SAP progress will be evaluated up to three times per academic year.

In cases where a student has separated from Adler University and is later re-admitted, SAP will be re-evaluated upon admission.

Financial Aid Warning

Students who fail to meet the above SAP requirements will be placed on financial aid warning for one academic semester. Students will be allowed to continue receiving financial assistance during the warning period. Students placed on financial aid warning will be sent notification 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.

If a student does not enroll in the following semester after the SAP warning is issued, the warning period will move to the next semester of enrollment.

Students will be placed on financial aid suspension if they fail to meet the standards of this SAP policy in the subsequent period of enrollment following the financial aid warning period.

Suspension of Financial Aid Eligibility

Students will be placed on financial aid suspension if they do not meet the SAP requirements at the end of their Financial Aid Warning period. They will be notified of their suspension through their Adler email account. Financial assistance will be terminated beginning with the period of suspension and for future terms in the same academic year. The student is financially responsible for any resulting balance due on their Student Account.

Appealing Suspension of Financial Aid Eligibility

A student may appeal the suspension of their 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 via an email from their Adler email account. Each appeal must include: (1) the reason(s) why the standards of this policy were not met; (2) what has changed in the student's situation that will allow them 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, to strengthen the appeal (e.g. updated Degree Completion Plan, or Degree Completion Plan; third-party documentation; etc.).

All appeals must be submitted within 10 business days of the send date of a suspension notice. Late appeals will be considered for the next term.

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. This response will be sent to the student's Adler email account. If the student's appeal is approved, the student will be placed on a financial aid probationary period for one semester 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 probation will be suspended from financial aid eligibility after their probationary period but will maintain the ability to submit a subsequent appeal if a remediation plan is developed with their academic advisor. This plan must be included with the subsequent appeal and the appeal is subject to the approval of the Director of Financial Aid.

Students on an academic plan who need to change the plan will need to submit an appeal to the director of Financial Aid via an email from their Adler email account, with a copy of an updated DCP, as applicable. The appeal must outline why the change is necessary and how the student will continue to make academic progress.

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 for approved appeals (probationary status) or at such time as the student 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 the student meets the requirements for reinstatement, if due to a grade change.** Once the Office of Financial Aid determines that a student is in compliance with SAP requirements, aid will be reinstated for the following academic semester.

Questions

Students with questions about the SAP policy should contact the Office of Financial Aid at 844.459.3710 or financialaid@adler.edu. The Office of Financial Aid is open from 9 a.m.-5 p.m. CST, Monday-Friday.

Withdrawing and Financial Aid

When a financial aid recipient withdraws from a term, federal regulations require a calculation to determine whether federal student aid funding must be returned. This calculation, called a Return of Title IV Aid (R2T4) calculation, is required for official withdrawals but also in the case of students who unofficially withdraw by ceasing attendance in all their classes.

For the purposes of this policy, 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.

If it is confirmed with the Registrar's Office that a student never initiated attendance in a course that was used to determine Title IV eligibility, that course will be removed from the student's Title IV eligibility and their aid will be adjusted as appropriate prior to the R2T4 calculation being performed.

Withdrawals versus Enrollment Changes

Some coursework at Adler University is considered to be modular in nature. Modules exist when courses do not span the entire academic semester. The student's enrollment for the semester in question impacts the R2T4 calculation differently under different scenarios.

If a student stops attending or fails to begin attending all semester coursework but meets any of the following conditions, the student will be considered to have made an enrollment change and will not be subject to the following R2T4 guidelines for the applicable semester:

- The student completed all requirements for graduation.
- The student successfully completed all coursework in the first session of the semester.
- If a graduate student, the student successfully completed at least three credits worth of coursework for the semester, or the student successfully completed a half-time and/or full-time exception course for the semester.
- If an undergraduate student, the student successfully completed at least six credits worth of coursework for the semester.
- The student initiated a leave of absence for the first session and confirmed on their leave of absence paperwork that they plan to return for the second session of the same semester.

If a student does not meet any of the above conditions and ceases attendance at any point prior to completing the payment period or period of enrollment, the student is considered to have withdrawn from the semester for Title IV aid purposes. If the student provides written confirmation that they will resume attendance and the student fails to return at that future date, the student is considered to have withdrawn for Title IV aid purposes as of the original date of withdrawal.

Withdrawing might impact future eligibility for federal and institutional financial aid. Please review the Satisfactory Academic Progress (SAP) requirements for more information.

Withdrawing from the University

Students wishing to withdraw in good standing from Adler University must follow the published policy designated by their campus. Please see the "Withdrawal in Good Standing" topic under Academic Policies and Procedures for your campus.

Tuition Refund Policy

The tuition refund policy can be found in the Adler University Course Catalog. Please note that students may be liable for tuition and fee amounts charged for the term in which they are withdrawing, and may have limited eligibility for financial assistance to pay for those charges. Adler University's tuition refund policy has no bearing on the federally-required R2T4 calculation.

Earned vs. Unearned 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 they were awarded and/or received. For the purpose of this policy, the withdrawal date will be based on the last date of academic activity, as reported by the Registrar. Federal aid is earned for each day that progresses in the semester prior to the withdrawal, so the Office of Financial Aid is required to calculate how much of the Title IV assistance the student earned using the following formula:

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

Adler University does not use a census date to lock in enrollment for R2T4 calculation purposes (i.e. an R2T4 Freeze Date). The "Total Days in Term" figure will include modules for which the student was enrolled at any point once the semester has begun, even if the student subsequently dropped that coursework and did not attend the applicable module.

Federal Title IV aid includes the Federal Supplemental Educational Opportunity Grant (SEOG, undergraduate only), Direct Subsidized/Unsubsidized loans, and the Direct Graduate PLUS loan. Unearned Title IV aid is returned in the following order:

- Federal Direct Unsubsidized Loans.
- Federal Direct Subsidized Loans (undergraduate only).
- Federal Direct PLUS Loans.
- Federal Supplemental Educational Opportunity Grant (SEOG, undergraduate only).

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

Repayment of Unearned Title IV Aid

If the amount of aid disbursed to the student is greater than the amount they have earned, this overage must be returned to the federal programs.

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.
- The institutional charges for the term multiplied by the percentage of unearned aid.

Adler's share is returned by removing the aid from the student's tuition account. If a balance is subsequently 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 semester.

Any credit balance on the student account that is a result of the R2T4 calculation will be disbursed as soon as possible and no later than 14 days after the R2T4 calculation.

Funds are returned, where necessary, and students are notified via an email to their Adler email account no later than 30 days from the determination of withdrawal. The personal email address the student has provided the University will be carbon copied (cc'd). The notification will provide detailed information about Adler's share of funds that were returned.

In general, the student is responsible for returning any amount 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).

Post-Withdrawal 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 their tuition account at Adler University. If this post-withdrawal disbursement contains federal grant funds, the Financial Aid Office will disburse the funds to the student's account. If this post-withdrawal disbursement contains loan funds, the Financial Aid Office will alert the student of the availability of those loan funds via an email to their Adler email account no later than 30 days from the determination of withdrawal. This email will request confirmation from the student as to whether they approve disbursement of the funds, as funds will not be disbursed without student approval.

The student must also authorize Adler to use the post-withdrawal disbursement to cover all other charges other than tuition and fees on their account. If the student does not authorize the school to use these funds to cover other charges, the funds will be refunded to the student after covering outstanding tuition and fee charges and they will be responsible for any 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 federal 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 University, 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 semester will be considered a withdrawal/unofficial withdrawal for the purpose of this policy and subject to the R2T4 calculation. Grades of "D", "F", "NC", "W", "WF", "WNC", "I", and "IP" are considered to be non-passing grades for the purposes of this policy.

For students in this situation, attendance records and academically related activity for the student will be reviewed with the course instructors to determine the last date of attendance. The withdrawal date will be based on: (1) the last date of attendance, as reported by the instructor; or (2) the midpoint of the semester for those students for whom the instructor does not report, or cannot determine, a last date of attendance.

Students who are assigned a grade of "I" or "IP" and do not receive passing grades for other coursework in the same semester will not be considered a withdrawal for the semester in question if the "I" or "IP" grade converts to a passing grade within 30 days of the semester's last date of attendance as verified by the Registrar's Office.

Students who fail to receive at least one passing grade for coursework in the first session of a semester but who completed that coursework based on the last date of attendance will not be considered a withdrawal if they begin

attendance in previously enrolled coursework in the second session of the same semester, unless the student subsequently fails to receive at least one passing grade for the second session of the same semester.

Institutional and Private Loan Regulations Regarding Withdrawals

All institutional scholarships awarded as a flat amount for the withdrawal term will be reduced if they exceed the student's tuition charges for that term.

All institutional scholarships awarded as a percentage of tuition for the withdrawal term will be prorated to the applicable percentage of the student's final tuition charge.

Students who have been awarded state grant funding should contact the Office of Financial Aid at 844.459.3710 to review the impact of a withdrawal on that funding.

If the student has taken out a private loan for the withdrawal term and the student has a credit on their 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.

Questions

Students with questions about this process should contact the Office of Financial Aid at 844.459.3710 or financialaid@adler.edu. The Office of Financial Aid is open Monday through Friday from 9 a.m.-5 p.m. CST.

Federal loan borrowers who have questions may also call the Federal Student Aid Information Center at (800) 4-FEDAID. The Federal Student Aid Information Center is open from 8 a.m.-midnight EST, seven days per week. TTY users may call the Federal Student Aid Information Center at 800.730.8913. The Center has information online at studentaid.gov.

Financial Aid Disbursement Timeline

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 to cover additional tuition and/or fee expenses, students should request an increase via the Financial Aid Self-Service portal. Financial aid is offered based on a semester calendar, and loans can be disbursed up to ten days prior to the start of the semester, or ten days prior to the start date of courses contained within the semester, based on the student's first course start date.

Students who have financial aid in excess of their charges for the semester will be issued a refund. In general, refunds are issued by the Office of Student Accounts within 14 days of the credit being created on the student's tuition account, or within 14 days of the first day of the term, whichever is later. The following refund schedule applies for funds disbursed prior to/at the beginning of a term:

- For Chicago/Vancouver Campus students, up to \$2,000 of this amount will be released to the student within the first seven days of the semester, or within the first seven days of the start of their first course within the semester, whichever is later, assuming the student has completed all requirements to have their aid released. Any refund amounts that exceed the initial \$2,000 as described above will be issued to the student within 14 days of the start of the semester, or within the first 14 days of the start of their first course within the semester, whichever is later, assuming the student has completed all requirements to have their aid released.
- For Online Campus students, up to \$500 of this amount will be released to the student within the first seven days of the semester, or within the first seven days of the start of their first course within the semester, whichever is later, assuming the student has completed all requirements to have their aid released. Any refund amounts that exceed the initial \$500 as described above will be issued to the student within 14 days of

the start of the semester, or within the first 14 days of the start of their first course within the semester, whichever is later, assuming the student has completed all requirements to have their aid released. Living expenses in a student's allowable cost of attendance are calculated only for periods of time during which the student is enrolled in coursework. Students are not eligible for student loans or federal grant funding for living expenses during periods of non-enrollment.

Enrollment changes within the semester can result in changes to eligibility and may require the student to return some or all of an issued refund.

Loan Counseling

Federal regulations stipulate that all first-time borrowers of federal student loans complete loan entrance counseling prior to loan funding being disbursed. Entrance counseling can be completed online at <https://studentaid.gov/entrance-counseling>.

Additionally, a federal student loan borrower must complete exit counseling upon graduation, withdrawal from Adler University (including taking a leave of absence), or dropping below half-time enrollment. Students will receive an email to their Adler email account each time exit counseling is required. Exit counseling can be completed online at <https://studentaid.gov/exit-counseling/>.

Chicago and online students who are Canadian citizens may be eligible to apply for student aid through their province or territory; more information can be found on the Canadian government website at <https://www.canada.ca/en/services/benefits/education/student-aid/grants-loans/province-apply.html>. We encourage you to contact your province or territory's student aid office with any questions about determining your eligibility for Canadian aid programs.

International students are eligible to apply for private alternative student loans. More information about private alternative student loan options can be found online at <https://finaid.org/loans/privatestudentloans/>.

Private alternative student loans are approved by the lender based on credit ratings and typically require a cosigner who is a U.S. citizen or permanent resident. Adler University does not endorse any particular lender or product and will process a loan with any lender you have selected, as long as you are eligible for the loan.

International students should also contact their appropriate government and provincial or state agencies to find out about additional sources of aid that may be available to help cover expenses while completing your coursework.

Academic Programs and Course Descriptions

All Programs Offered

Chicago Campus

Doctoral Level Programs

Art Therapy, (Ph.D.)

Program Overview

The Adler University Doctor of Philosophy (Ph.D.) in Art Therapy stands as one of the few fully online doctoral programs in the field, offering experienced mental health professionals the opportunity to shape the future of art therapy while developing expertise in research, clinical supervision, and leadership.

Grounded in Adlerian principles, the Ph.D. program emphasizes social interest and the holistic well-being of individuals and systems. This foundation informs the 60-credit curriculum, which integrates art therapy with psychological and community frameworks.

Designed for mental health professionals seeking career growth, the program blends synchronous and asynchronous classes. All courses feature real-time sessions several times throughout the semester, while also offering the flexibility of self-paced study. This structure ensures direct engagement with peers and provides personalized mentorship from faculty, guiding students in producing meaningful, practice-informed work.

While there is no residency, clinical experience is integrated through a 700-hour internship in settings such as schools, mental health centers, and community organizations, offering hands-on learning. The program culminates in a doctoral dissertation, allowing students to contribute original research that advances the field and enhances the impact of art therapy.

Tailored for those with a master's degree in art therapy, clinical mental health, counseling, social work, psychology, or couple and family therapy, graduates master advanced research, clinical leadership, and the application of therapeutic practices at the systemic level. They are equipped to lead innovative interventions in academic institutions, health care systems, community organizations, and private practice.

The 60-credit Ph.D. program - 45 credits are core courses and electives, nine of dissertation, and six for internships - is designed to be completed in three years full-time, with part-time options available. Courses blend real-time, synchronous sessions with asynchronous learning, allowing students to engage directly with faculty and peers several times each semester while maintaining the flexibility of online study. Live sessions take place only on Mondays and Tuesdays, supporting a healthy work-life balance.

- **Year 1:** Coursework focused on a strong academic foundation.
- **Year 2:** Continued coursework plus a Ph.D. in Art Therapy Internship.
- **Year 3:** Three semesters dedicated to independent dissertation work with regular mentorship from an advisor and dissertation chair.

Program requirements include:

- Completion of Social Justice Practicum I and II (two credits) for non-Adler University graduates.
- Completion of core courses and electives (45 credits).
- Completion of Internship and Seminar I, II, and III (six credits).
- Passage of the Ph.DAT Comprehensive Examination.
- Completion of Dissertation I, II, and III (nine credit hours).

Program Learning Outcomes

The Ph.D. in Art Therapy learning outcomes were developed based on the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy (ACATE) and by also considering national education standards, the mission of the program, and the mission and institutional learning outcomes at Adler University.

Program Learning Outcome 1: Demonstrate an ability to lead in the field of clinical art therapy as researchers, educators, and clinical supervisors in relation to social justice.

Program Learning Outcome 2: Implement a variety of theories and models relevant to clinical art therapy that focus on characteristics of community-based settings.

Program Learning Outcome 3: Evaluate theories from multiple perspectives, their relation to the fundamental, historical, and cultural structures of clinical art therapy, and how these theories serve diverse populations.

Program Learning Outcome 4: Develop curriculum and teaching modules using clinical art therapy-based practices to effectively educate and train clinical art therapists.

Program Learning Outcome 5: Examine the leadership role of clinical art therapists as advocates in social and political climates to initiate change and impact diverse factors, including client welfare, treatment, and ethical interventions and strategies.

Program Learning Outcome 6: Demonstrate an aptitude in assessment and evaluation and evidence-informed practices in the major areas within clinical art therapy, social justice advocacy, teaching, and supervision.

Program Learning Outcome 7: Integrate Adlerian principles, Adlerian art therapy principles, and social justice advocacy in a community-based, collaborative learning culture with a strong focus on social justice pedagogy approaches in areas of clinical art therapy and social justice advocacy as researchers, scholars, and educators in teaching; and in clinical supervision settings, to create complementary and integrative health care approaches with the ability to collaborate with those from other professions to reform structures and systems that adversely affect well-being.

Program Learning Outcome 8: Implement art therapy's commitment to socially responsible practice and adherence to ethical standards and codes of conduct, as well as governing authorities.

Program Learning Outcome 9: Employ multicultural competencies and awareness of intersectionality in the practice of clinical art therapy.

Program Learning Outcome 10: Cultivate a scholarly identity through research and practice that actively contributes to the body of work within clinical art therapy and the body of work within general mental health professions through scholarly publications and professional presentations.

Licensure and Credentials

The program aims to provide advanced training for provisional or registered or registered board-certified art therapists, expressive arts therapists, creative arts therapists, licensed counselors or mental health professionals, social workers, couple and family therapists, or a related field, who already have, or are eligible for, master's-level licensure in Illinois or other states.

Although the goal of the program is not the preparation of its students for counselor licensure that only requires a master's degree, students without a counseling license may be able to attain such a credential through this 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. in Art Therapy program.
- If students come 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 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 faculty advisor to see what additional courses, clinical practicum, and internship hours are needed.

After completing graduate studies and 1,000 hours of supervised clinical art therapy practice, a graduate may apply for art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). ATR requires 1,000 hours of clinical art therapy (direct client contact), including at least 100 hours of supervision, or at least one hour of supervision for every 10 hours of direct client contact. A minimum of 500 hours of this work experience needs to be supervised by a credentialed art therapist. Up to 500 hours may be supervised by a clinical supervisor who is credentialed in a related field (e.g., social worker, counselor, or psychologist). After an art therapist is awarded an ATR, they may work to complete additional requirements 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 ATCB.

Immediately upon graduation from this program, a graduate may apply to take the Illinois Licensed Professional Counselor (LPC) examination and The National Certified Counselor (NCC) credential, as well as sit for the National Counselor Examination (NCE) upon graduation.

Program-Specific Admission Requirements

In addition to the admission requirements common to all of the Adler graduate programs, applicants to this program are required to have:

- A master's degree, by the date of matriculation, in art therapy or a related discipline from a regionally accredited U.S. institution or a related field from an international institution.
- Applicants who did not graduate from Adler University's Master of Arts in Counseling: Art Therapy program or an equivalent program will be required to complete the equivalency requirements in addition to the doctoral curriculum.
- Proof of registration as an art therapist or 18 hours of studio credit hours.
- A cumulative grade point average (GPA) of 3.0 or higher (on a 4.0 scale) in applicant's graduate degree program.
- Two letters of recommendation from individuals who can speak to the applicant's likelihood of success in a doctoral program.

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.

Program Prerequisites

Applicants who did not graduate from Adler University's Master of Arts in Counseling: Art Therapy or an equivalent program will be assessed to determine whether they have adequate coursework in the following master's-level course areas, with a letter grade of B or better, and whether they need to complete additional master's-level courses prior to beginning the doctoral program. Applicants are expected to have adequate coursework in the following areas.

Application Requirements

- Application for admission
- Statement of Intent (2-3 pages, double-spaced) answering the following questions:
 - Why are you interested in your chosen field and program?
 - Why is Adler University's program a good fit for you?
 - Adler University mission is based on social justice. Share your perspective of social justice.
 - What are your career goals and interests?
- Proof of registration as an art therapist or 18 hours of studio credit
- Two letters of recommendation
- Interview with a faculty member
- Official valid transcripts from all undergraduate and graduate schools attended (U.S and Canada)
 - Please have official transcripts sent directly to the Office of Admissions
 - Unofficial transcripts may be accepted for any schools in which a degree was not received
 - International transcripts must be evaluated by a transcript evaluation service

Applicants who are graduates in good standing from Adler University's Master of Arts in Counseling: Art Therapy program may have one letter of recommendation and/or interview waived. Approved applicants will be invited to complete an interview with faculty.

Transfer Credits

Students accepted for admission may be granted transfer credit for graduate-level courses previously taken at another accredited institution. A maximum of nine credit hours may be transferred into the Ph.D. program. Hence, a minimum of 51 credit hours must be satisfied through courses offered by Adler University for the Ph.D. in Art Therapy program, including the comprehensive examination and dissertation courses.

Internship

The Ph.D. in Art Therapy internship experience is designed to provide students a forum to enrich their professional portfolios and strengthen their career possibilities and potentials as expert clinicians able to practice within a focus of their choice, engage in research activities, enrich their professional portfolios, and strengthen their career possibilities as researchers, educators, clinical supervisors, and socially responsible practitioners. This will also offer opportunities to consult with professional colleagues, develop effective working relationships, and build awareness of clinical art therapy. Students will work with their faculty advisor to tailor their individual internship experiences to enhance their professional goals. As a result, students will be responsible for developing their internship training sites and opportunities with assistance and support from their faculty advisor.

The doctoral internship and seminar provide the foundation for the dissertation and the development of the student's advanced clinical theory. Students are responsible for developing a 700-hour internship in consultation with core faculty and their faculty advisor. They will be encouraged to tailor their individual experiences in a manner that best enhances their unique professional goals. The 700 hours will span the doctoral internship and additional hours for Seminar I, II, and III. All students need to complete the 700-hour internship and seminar, which builds skills through some combination of research, education, administration, clinical supervision, and leadership.

Social Justice Practicum

Students who did not have a Social Justice Practicum in their master's degree program before their admission to the Ph.D. in Art Therapy program are expected to complete 200 hours of internship in the area of community services, leadership, or advocacy in the Social Justice Practicum I and II.

Comprehensive Examination

Each student must take and pass a written comprehensive essay examination prior to candidacy for the doctoral degree. The exam assesses competence in the core areas: clinical art therapy, research, leadership and advocacy, clinical supervision, and teaching. The comprehensive examination typically takes place in the summer semester every year. Passing the comprehensive examination is one of several prerequisites to initiating dissertation coursework. Students must have completed the Ph.D. in Art Therapy core courses except for internship hours and some possible elective courses and have a GPA of 3.5 or higher to be eligible to take the comprehensive examination. Students must inform their faculty advisor of their intent to take the examination by the end of February, prior to the summer in which the comprehensive examination takes place. The entire comprehensive examination must be completed during the semester in which it begins. For further details regarding the comprehensive examination, refer to the Ph.D. in Art Therapy Doctoral Handbook.

The comprehensive examination is composed of two parts. Part one focuses on the integration of theories and practice in the areas of leadership in the field of clinical art therapy, research, leadership and advocacy, clinical supervision, and teaching. Responses to the questions are to be completed within designated time periods. Part two focuses on a question related to the student's special interest area and is jointly developed by the student and advisor. Part two is to be completed within a designated period. Students must pass the candidacy examination before enrolling in dissertation hours and related courses.

Ph.D. in Art Therapy Dissertation

Doctoral candidates are expected to apply one or more major research models or theories to conduct a research project in a dissertation format. The research needs to be used to add knowledge, preferences, and evidence to their art therapy research dissertation and draw on quantitative, qualitative, mixed methods, emergent, or art-based methodologies. Research will be expected to make an original contribution to the field that demonstrates program competencies that include leadership in the field of art therapy, research, education, and clinical supervision.

Graduation Requirements

1. Satisfactory completion of all core courses (39 credit hours) and electives (six credit hours).
2. Satisfactory completion of 700 internship hours at an approved internship site.

3. A cumulative GPA of 3.0 or higher.
4. Successful completion of the Ph.D. in Art Therapy Comprehensive Examination.
5. Successful completion of a doctoral dissertation and oral defense.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.
7. Satisfactory completion of Social Justice Practicum I and II.

Course Areas and Equivalent Courses at Adler

Human Growth and Development

MACAT 650 - Lifespan Development in Art Therapy, Counseling, and Psychotherapy

3

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.

Counseling Theory

MACAT 525 - Historical and Theoretical Perspectives In Art Therapy, Counseling, & Psychotherapy

3

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.

Counseling Techniques

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

3

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.

MACAT 523 - Basic Skills for Psychotherapy and the Use of Art Therapy

3

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.

MACAT 654 - Neuroscience in Art Therapy, Counseling, And Psychotherapy: Special Populations

3

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.

Group Dynamics, Processing, and Counseling

MACAT 527 - Use of Art Therapy in Group Psychotherapy and Psychopathology

3

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.

Appraisal of Individuals

MACAT 526 - Assessment and Appraisal in Art Therapy, Counseling, and Psychotherapy

3

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.

Research and Evaluation

MACAT 524 - Research Methods in Art Therapy, Counseling, and Psychotherapy

3

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.

Professional, Legal, and Ethical

MACAT 515 - Professional Development, Issues, And Ethics, in Art Therapy, Counseling And Psychotherapy

3

This course is designed to provide students with a solid foundation for the ethical practice of art therapy and of counseling. Students will learn codes of ethics of the American Art Therapy Association (including the Art Therapy Credentials Board) and the American Counseling Association. Students will learn to apply ethical and professional decision making skills to current issues in art therapy and counseling. An overview of concepts and theories of social justice as applied to decision-making in art therapy and in counseling will be presented. This course provides a foundation for the ethical practice of professional counseling. It introduces students to the history of the counseling profession as well as professional roles (practitioner, supervisor, educator, etc.) and its professional organizations. The American Counseling Association (ACA) Code of Ethics (and ethical standards of its divisions) will be examined and applied to a variety of ethical and legal situations using a variety of ethical decision-making models.

Social and Cultural Foundations

MACAT 651 - Socio-Cultural and Multi-Cultural Approaches in Art Therapy, Counseling, And Psychotherapy

3

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.

Lifestyles and Career Development

MACAT 521 - Lifestyle and Career Development

3

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.

Substance Abuse

MACAT 520 - Introduction to Addictive Disorders

3

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 historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

Maladaptive Behavior and Psychopathology

MACAT 522 - Biopsychosocial Bases of Health and Dysfunction for Counselors

3

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.

MACAT 518 - Advanced Counseling Methods And Adlerian Psychology and Psychopathology

3

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.

Family Dynamics

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

3

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 environmental 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.

MACAT 519 - Adlerian Theories and Integrative Interventions for Families, Parents, and Teachers

2

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.

Prerequisites: Student must complete MACAT-518 MAT-518 MAT-402 or PCO-402 prior to registering for this course.

Clinical Practicum/Internship

MACAT 667 - Practicum Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision I

2

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 in relation to clients' characteristics in case conceptualization, and treatment planning. Practicum seminar also provides peer support and consultation.

Prerequisites: Student must complete MACAT-510 or MAT-510, MACAT-523 or MAT-523, MACAT-525 or MAT-525, MACAT-526 or MAT-526, MACAT-527 or MAT-527, MACAT-518 or MAT-518 and MACAT-650 or MAT-650 prior to registering for this course.

MACAT 668 - Internship Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision II

2

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.

Prerequisites: Student must complete MACAT-667 or MAT-667 prior to registering for this course.

MACAT 669 - Internship Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision III

1

If students wish to earn extra practicum hours, or if they are not yet finished with their practicum experience, they may choose to register for PCO-610: Practicum Continued or MAT-679: Practicum in Art Therapy III. If no ATR is on site, they will need to register for MAT 669: Practicum Seminar in Art Therapy Continued. Along with the field experience, students receive supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. Using a peer consultation model, the practicum seminar provides discussion of professional issues, clinical art therapy practice, and onsite practicum supervision experiences. Class participants discuss specific clinical cases with attention to the principles of art therapy practice, counseling skills, assessment, and intervention. The focus is on the development of knowledge, skills, and values essential to competent and ethical art therapy and counseling practice. Students are further oriented to the principles of development, management, and evaluation of programs and service delivery formats with reference to public mental health policies, financing, and regulatory processes. In addition, students learn about models of supervision and consultation, and the operation and management of risk and emergency systems within clinical mental health agencies and in the community. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems, and 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 their mental health. In addition, ethical and professional issues that affect the practice of art therapists and mental health counselors are discussed. Practicum seminar also provides peer support and consultation, as well as professional development. Students demonstrate competencies that enable them to be clinically and culturally competent, ethical, and socially responsible entry-level practitioners. Art experientials enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to further develop and enhance their skills for employment in the field of art therapy and counseling.

Prerequisites: Student must complete MACAT-668 or MAT-668 prior to registering for this course.

MACAT 677 - Practicum in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision I

1

This clinical practicum in an approved agency or institution requires 700 hours onsite, with at least 350 hours in direct client contact.

Prerequisites: Student must complete MACAT-510 or MAT-510, MACAT-523 or MAT-523, MACAT-525 or MAT-525, MACAT-526 or MAT-526, MACAT-527 or MAT-527, MACAT-518 or MAT-518, and MACAT-650 or MAT-650 prior to registering for this course.

MACAT 678 - Practicum Art Therapy, Counseling and Psychotherapy:

1

This clinical practicum in an approved agency or institution requires 700 hours onsite, with at least 350 hours in direct client contact.

Prerequisites: Student must complete MACAT-677 or MAT-677 prior to registering for this course.

MACAT 679 - Internship in Art Therapy, Counseling, Practicum in Art Therapy, Counseling, Supervision III

1

Students should register for this course only after they have registered for and completed all clinical training degree-related requirements, but still have significant remaining hours to complete in order to satisfy licensure requirements in their desired state of licensure. Approval of Department Chair is required for registration. This semester-long clinical practicum is designed for those expecting to be at their practicum site completing hours for more than four weeks into the summer term.

Prerequisites: Student must complete MACAT-678 or MAT-678 prior to registering for this course.

- Clinical Training: Practicum/Internship (minimum of 700 hours)

Degree Requirements

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

PHDAT 820 - Professional Orientation I

2

This course will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission and an orientation to the fields of art, art therapy, clinical supervision, education, advocacy, and art therapy research, informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility.

PHDAT 822 - Advanced Philosophy of Art I

3

In this course, students will learn to think philosophically about human creativity symbol, image, and metaphor and the

role of the arts for the advanced practice of art therapy. Historical and western perspectives of arts-relevant philosophies will be examined in relationship to the role of aesthetics in service of alleviating human suffering. Students will learn to discern, illuminate and make transparent the inherent biases in predominantly western philosophies informing current art-based approaches in therapy. Phenomenology, as a philosophy and methodology deeply linked with the arts therapies, will inform lectures, reflections and assignments.

PHDAT 824 - Community Engagement & Socially Responsible Leadership

3

Integrating the Adlerian foundation of community engagement into current approaches to leadership will help the student gain skills in best practices in art therapy research, education, clinical supervision, program development and social advocacy. Students will explore what it means to be an ethical leader, identify leadership strategies and values, and investigate the role of art within the interplay of personal, collective and cultural structures to shape work with communities and build a capacity for creative action. This inclusive course will use art-related and other texts to explore a wide array of views, including theoretical models, both mainstream and marginal, along with eco-psychological approaches. This course also focuses on strengthening a deeper awareness of intersectionality and mechanisms of exclusion. This course may also provide interested students with a cultural experience within a local community, national or international experience. Such experiences engage the student as they acquire knowledge, skills, and values related to individual and group diversity by contributing to the integration, transformation, and application of knowledge of the profession. This course may require additional costs including travel, living arrangements, and personal expenses. Students will explore the course topics as they develop professional skills for research, writing, and presentations.

PHDAT 827 - Neurodiversity & Neuroaesthetics

3

This course will examine individual differences, primarily through the lenses of neuroscience, neuroaesthetics, and evolutionary psychology. The role of art and art-making in enhancing individual strengths will be a primary focus. Literature addressing how a range of neurodiverse conditions are viewed cross-culturally and how culture impacts labels and the utilization of services will be introduced, in support of socially responsible practice. In addition to integrating a broad understanding of neuroscience, neuroaesthetics, and evolutionary psychology foundations, students will explore a particular area of study pertinent to their chosen career path and interest to expand their knowledge base as researchers, educators, clinical supervisors, and socially responsible practitioners. This course will include in depth art therapy experientials that relate to the functions of the brain and consider the impact of such approaches within the profession.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the

program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

PHDAT 821 - Professional Orientation II

2

This course will continue to provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission and an orientation to the fields of art, art therapy, clinical supervision, education, advocacy, and art therapy research, informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility.

PHDAT 823 - Advanced Philosophy of Art II

3

This course provides a continued exploration of art philosophy/aesthetics, focusing on Eastern, interdisciplinary approaches, and contemporary thinking such as eco-aesthetics. Students will gain an understanding of and appreciation for philosophies of art as these philosophies relate to current practices in the field of art therapy, particularly as they influence practices in clinical supervision, education and research. Through critical discourse with selected contemporary and culturally diverse philosophical texts, including indigenous conceptualizations and feminist aesthetics, students will examine resonance and congruence with their advanced professional goals. Students will engage in discussions and art-making to facilitate reflection on their own experiences, values and emerging personal philosophy of art.

PHDAT 826 - Qualitative and Emergent Research Methods in Art Therapy

3

This course will survey major qualitative research methodologies with an emphasis on ethical and socially responsible research practices. The course will include critical reviews of major qualitative methods, such as phenomenology, case studies, ethnographic and heuristic research designs. Students will critically review literature, practice elements of research design development, select variables and participants for study, and be introduced to qualitative data analysis software, such as Atlas-ti. Students will be introduced to emergent research methods in qualitative applications, as responsive and adaptive approaches to challenging and changing conditions in research practice. The students will develop elements of emergent research processes to address socially meaningful questions, such as Indigenous methods, visual ethnography, and methodology of the oppressed and community health practices. Skills taught in this course align with the American Art Therapy Association (AATA) and (for the Chicago campus) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and any other pertinent professional accrediting bodies.

PHDAT 825 - Professional Identity & Advanced Ethics

3

This course focuses on how the Ethical Principles for Art Therapists set forth by the American Art Therapy Association

(AATA), the Art Therapy Credentials Board (ATCB), and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) promote and maintain the standards of Art Therapy. Emphasis will be placed on understanding how these organizations align with the protection of individuals while engaging in social advocacy as well as the role that Institutional Review Boards have in protecting the public. Attention will be given to developing leadership in supervisory capacities as well as resolving ethical dilemmas using ethical decision making models, all of which align with the legal guidelines that formulate social justice work.

PHDAT 828 - Quantitative Research Methods and Art Therapy

3

This course focuses on best practices in quantitative research and the application of both descriptive and inferential statistical analysis with a focus on art therapy. The course will include a critical review of current research, including design limitations and recommendations for improvement. Students will gain an in depth understanding of how quantitative research designs can be applied to program evaluation and education. The course will explore various survey techniques as well as correlational and experimental designs and mixed methods approaches to advance knowledge in the field of art therapy. Students will acquire a conceptual understanding of informed consent, ethical data analysis and management, logistics of data collection and entry, and the use of statistical analytical methods. Students will develop a quantitative research design congruent with their current philosophy of art.

PHDAT 829 - Clinical Supervision and Consultation

3

This course will give students an opportunity to research models and theories informing consultation and clinical supervision, including art-based supervision, in a variety of settings. A review of all dimensions of supervision will include the supervisory contract, the supervisory relationship and issues related to countertransference, diversity, gender, and power differentials. The student will learn how to structure supervision using a variety of modalities. Students will apply learning from experiential labs to develop and advance their supervisory skills. The course will consider ethical dilemmas and legal issues pertinent to supervision. A discussion of ethical considerations will include caveats regarding the introduction of art activities in supervision with non-art-based supervisees. All models, methods and techniques will be examined within the context of leadership, and of ethical and innovative practices. Students will examine diverse conceptualizations of supervision and consultation and develop nuanced discernment skills related to professional standards and socially responsible practice. Application of ideas and supervision practices with diverse supervisee populations will be explored.

PHDAT 830 - Foundations in Thanatology in Art Therapy

3

This course focuses on the foundational principles, applications and cultural expressions within the field of thanatology. Topics to be examined include personal and societal attitudes towards death, dying, grief, bereavement, and loss as well as different models of grief. Students will also learn about social and psychological implications relating to suicide, genocide, disasters, violence, and traumatic death. Other topics include how public policy affects health care for both the dying and their caregiver support. This course will also explore secular and religious attitudes as well as multicultural death rituals and ceremonies. Students will reflect upon course material by drawing upon art-based media.

- Elective I: Consult with Faculty Advisor (see list of electives)

PHDAT 831 - Art Therapy Pedagogy and Art Based Research

3

This class explores the teaching and learning approaches to cultural and clinical mental health education, application, and practice through the exploration of epistemologies of justified beliefs and the rationale of different knowledge claims as they relate to Intersectionality in regards to race, ethnicity, language, spirituality, religion, values, beliefs, abilities, class, sexuality, gender and marginalized populations. It also incorporates complementary and integrative clinical healthcare practices, advanced research, and advanced art therapy approaches to prepare students as stewards and scholars of the profession in order to successfully practice in a world in which understanding of individual and cultural diversity is essential for peace and progress. This course supports and fosters a community-based, collaborative, and supportive learning culture focused on social justice pedagogical approaches through the integration of Adlerian principles and Adlerian Art Therapy principles, as well as creates collaborative, integrative healthcare approaches with individuals from various professions. This course will help foster a deeper understanding of art-based methodological tools across research elements of data collection, analysis, interpretation, and representation and focus on the arts not merely as subject, but also as the primary mode of research design. Students will integrate the invisible and intangible aspects of human experience and its expression with research tools and theory and develop skills to further the advancement of the fields of art-based research and art therapy. Utilizing engaged and holistic art-based research practices, such as writing, visual art, music, film, and other media, students will learn to aesthetically and critically reflect on human experience, to understand and articulate their culturally informed research bias and social-justice-related values, and to develop art-based research designs congruent with a philosophy of art. Skills taught in this course align with the American Art Therapy Association (AATA) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and any other pertinent professional accrediting bodies

- Elective II: Consult with Faculty Advisor (see list of electives)
- Elective III: Consult with Faculty Advisor (see list of electives)

PHDAT 832 - Applied Statistics in Research and Art Therapy

3

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 appropriate statistical methods to specific research questions. Students will be expected to have a good working knowledge of the use of SPSS and other statistical data analysis programs and must be able to convey basic knowledge of these systems to students and supervisees. Knowledge of statistics will be applied to needs assessment and program evaluation to enable high level decision making with regard to treatment interventions and program development efforts. The ethical and socially responsible applicability of skills and approaches to the dissertation and to the practice of art therapy will be emphasized.

PHDAT 850 - Doctoral Internship & Seminar I

2

The Doctoral Internship & Seminar will provide students with a field experience designed to apply socially responsible practice within a focus of their choice, to engage in research activities, to enrich their professional portfolios and to strengthen their career possibilities as researchers, clinical supervisors, and educators. This course will also offer opportunities to consult with professional colleagues, to develop effective working relationships and to build awareness of clinical art therapy. The Doctoral Internship & Seminar provides the foundation for the dissertation and the development of the student's advanced clinical theory. Students are responsible for developing a 700 hour internship, in consultation with a core faculty and advisor and will be encouraged to tailor their individual experiences in a manner that best enhances their unique professional goals. The 700 total hours will span Doctoral Internship & Seminar I, II, and III. The course serves as a peer consultation group in which students learn to present information in a standard format to question and analyze their work and to function as peer consultants to their colleagues. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences in research, teaching, clinical supervision, and/or social action. A credentialed clinical art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical

foundations in art therapy with their internship experiences. Students will be introduced to Adlerian concepts and asked to consider how Adlerian art therapy relates to their experiences in their internship.

- Elective IV: Consult with Faculty Advisor (see list of electives)

PHDAT 851 - Doctoral Internship & Seminar II

2

This is a continuation of the Doctoral Internship & Seminar experience toward the goal of completing the 700 hour requirement. This course focuses on the implementation of the student's dissertation proposal developed and approved in Dissertation I. The student will engage in in-depth scholarship and research on an important issue in the field of art therapy. The research is student-directed and conducted in consultation with a doctoral committee and advisor on a topic of quantitative, qualitative, or art-based study relevant to the theory and practice of art therapy. The Doctoral Internship & Seminar will provide students with a field experience designed to enrich their professional portfolios and to strengthen their career possibilities as expert clinical supervisors, educators, researchers, and social activists. This course will also offer opportunities to consult with professional colleagues, to develop effective working relationships, and to build leadership in the field of clinical art therapy.

PHDAT 900 - PhDAT Comprehensive Evaluation

0

The Comprehensive Examination is a milestone experience allowing faculty to evaluate student's readiness for dissertation. It provides an opportunity for students to demonstrate their theoretical and clinical competency in the field and across the Student Learning Outcomes (SLOs) specifically identified for the degree. The research component of the comprehensive exam additionally helps students progress in their completion of the dissertation. The comprehensive exam is comprised of two parts. Part one focuses on the integration of theories and practice in the field of Art Therapy, as researchers, educators, clinical supervisors, and leaders. Responses to the questions are to be completed within a designated time periods. Part two focuses on a question related to the student's special interest area and is jointly developed by the student and advisor and is to be completed within a designated time period. Students are given the opportunity to synthesize the advanced curricular areas and demonstrate mastery in their area(s) of expertise. Additionally, the exam assesses students' integration of their knowledge with their clinical experience into a unified, coherent model. Students are expected to demonstrate advanced professional skills in presentation, academic writing, clinical practice, professional ethics and legal issues, and research methodology, and are evaluated accordingly under each of the Student Learning Outcomes. Students must pass the Comprehensive Examination prior to Dissertation I and Proposal.

Prerequisites: Students must complete PHDAT-820, PHDAT-821, PHDAT-822, PHDAT-823, PHDAT-824, PHDAT-825, PHDAT-826, PHDAT-827, PHDAT-828, PHDAT-829, PHDAT-830, PHDAT-831, PHDAT-832, and PHDAT-850 prior to registering for this course.

PHDAT 852 - Doctoral Internship & Seminar III

2

Doctoral Internship & Seminar III is a continuation of the Doctoral Internship & Seminar III and covers advanced intensive experience congruent with the student's professional goals and the completion of the 700 hour requirement. The student will engage in in-depth scholarship and research on an important issue in the field of art therapy. The research is student-directed conducted in consultation with a doctoral committee and advisor on a topic of study relevant to the theory and practice of art therapy. Doctoral Internship & Seminar III continues to provide students with a field experience designed to enrich their professional portfolios and to strengthen their career possibilities as expert

clinical supervisors, educators, researchers, leaders, and social activists. This course will also offer opportunities to consult with professional colleagues, to develop effective working relationships, and to build awareness of clinical art therapy.

Prerequisites: Student must complete PHDAT-851 prior to registering for this course.

PHDAT 901 - Dissertation I

3

The doctoral dissertation is designed to contribute to a student's knowledge, skills, and values in scholarship and its importance to the practice of clinical art therapy. The student will engage in in-depth scholarship and research on an important issue in the field of art therapy. The research is student-directed conducted in consultation with a doctoral committee and advisor on a topic of study relevant to the theory and the profession. Dissertations should span a broad range of interests and methodologies within the field of art therapy. The dissertation provides students with the opportunity to engage in in-depth scholarship on an important issue in the field; it provides students the venue to demonstrate their skills in advanced research. Doctoral candidates are strongly encouraged in their dissertation research to utilize an art based and/or other emergent methodology/paradigm. Research will be expected to make an original contribution to the field that demonstrates the candidate's mastery in a chosen specialization grounded in the candidate's own interest and talents. The dissertation is a student-directed research project conducted in consultation with a doctoral committee on a topic of quantitative or qualitative study relevant to the theory and practice of art therapy. The dissertation demonstrates an integration of science, practice, critical thinking skills, ethical and cultural awareness required for a socially responsible practitioner in the field of art therapy. Doctoral candidates will work on the dissertation for three consecutive semesters. This course will focus on the completion of the dissertation proposal. Students are unable to enroll in further dissertation courses until the proposal is completed and accepted. Dissertations must represent substantial research that contributes to the field, including a comprehensive discussion of implications for the field. Preparation and completion of the dissertation proposal, including the first three chapters: introduction, literature review, and methodology are required. Once this proposal document has been deemed ready by the dissertation chair for review, the student will submit the document to the entire committee for formal review. The doctoral student will defend the proposal in an oral presentation to the dissertation committee. With the approval of the committee, the student may then register for Dissertation II. 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 Dissertation I until the proposal has been successfully defended.

Prerequisites: Students must complete PHDAT-820, PHDAT-821, PHDAT-822, PHDAT-823, PHDAT-824, PHDAT-825, PHDAT-826, PHDAT-827, PHDAT-828, PHDAT-829, PHDAT-830, PHDAT-831, PHDAT-832, PHDAT-850, PHDAT-851, PHDAT-900 prior to registering for this course.

Year 3 Spring Term (3 credits)

PHDAT 902 - Dissertation II

3

Students will submit their study for review by Adler University's Institutional Review Board. Completion of this phase is the goal of Internship I. Once IRB approval has been granted, the student will 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 Doctoral Internship & Seminar II. Students are also required to have attended at least one dissertation defense proposal prior to the completion of the program. This course focuses on the implementation of the student's dissertation proposal developed and approved in Dissertation I. The student will engage in in-depth scholarship and research on an important issue in

the field of art therapy. The research is student-directed conducted in consultation with a doctoral committee and advisor on a topic of study relevant to the theory and practice of art therapy.

Prerequisites: Students must complete PHDAT-820, PHDAT-821, PHDAT-822, PHDAT-823, PHDAT-824, PHDAT-825, PHDAT-826, PHDAT-827, PHDAT-828, PHDAT-829, PHDAT-830, PHDAT-831, PHDAT-832, PHDAT-850, PHDAT-851, PHDAT-852, PHDAT-900, and PHDAT-901, prior to registering for this course.

PHDAT 903 - Dissertation III

3

Once students have received IRB approval, they may enroll in the Dissertation III. 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 Dissertation III. This course will focus on preparation for the final Oral Defense of the student's dissertation. This course will ensure that all research is completed, has been passed by the readers, and is of publishable quality. The dissertation and oral defense will demonstrate the student's integration of science, practice, critical thinking skills, ethical and cultural awareness required for a socially responsible practitioner in the field of art therapy. Students will complete a scholarly paper of publishable quality in accordance with Adler University guidelines and guidelines of relevant professional associations.

Prerequisites: Students must complete PHDAT-820, PHDAT-821, PHDAT-822, PHDAT-823, PHDAT-824, PHDAT-825, PHDAT-826, PHDAT-827, PHDAT-828, PHDAT-829, PHDAT-830, PHDAT-831, PHDAT-832, PHDAT-850, PHDAT-851, PHDAT-852, PHDAT-900, PHDAT-901, and PHDAT-902 prior to registering for this course.

Elective Choices for the Ph.D. in Art Therapy Program

Students choose four of the five elective course offerings with approval from their faculty advisor.

PHDAT 833.1 - Advanced Intermodal Application to Art Therapy

2

This course serves the purpose of bringing a special focus to areas of concern to leaders in the field of art therapy not fully addressed in other core courses. This Special Topics?course, "Advanced Intermodal Applications to Art Therapy" further explores the discipline of intermodal expressive arts therapy, including philosophical underpinnings, major thinkers and authors in the field, and practical approaches. Students will be required to practice and videotape demonstrations of intermodal transfer, crystallization, the high sensitivity/low skill principle and de-centering. The expressive therapies continuum (ETC) will also be explored as it relates to intermodal work. A personal philosophy of intermodal expressive arts therapy practice will be articulated as an outcome of the class.

PHDAT 833.2 - Special Topics Art Therapy: Archetypal Art Therapy

2

This course serves the purpose of bringing a special focus to areas of concern to leaders in the field of art therapy not fully addressed in other core courses. This Special Topics?course "Archetypal Art Therapy" invites the learner to take a deep look into the importance of aligning professional practice with a theoretical orientation that fits one's personality, philosophy and working style and, with even more specificity, examining archetypal art therapy orientation; that is, one that is grounded in the theories of Carl Jung and even more in the writings of the neo-Jungian James Hillman. Readings and discussions will explore how to develop a theoretical orientation, evaluating the theoretical underpinnings of archetypal art therapy, analyzing implications for practice, and intergrating contemporary writings on culture,

intersectionality and race. Special emphasis will be placed on creating opportunities to support other students and supervisees in developing a theoretical orientation of their own while also exploring how an archetypal art therapist uses theory in the practice of responsibilities related to education, clinical supervision and leadership.

PHDAT 833.3 - Special Topics At: Military Members, Veterans, and Their Families

2

This course focuses on the utilization, application, and cultural expressions within art therapy, mental health and wellness services for military members, veterans, and their families. This approach also includes Adlerian art therapy and Adlerian theoretical approaches to researching and discussing military experiences from the perspectives of social justice, cultural and spiritual competencies, advocacy, community activism and engagement. The course examines the role of art therapy and other creative expressions such as writing, poetry, storytelling, as well as somatic engagement practices through the use of movement, yoga, exercise, meditation, mindfulness, improvisation, and play. This course uses films, art galleries, museums, virtual art venues, and performances as healing agents. Emphasis is on the conceptual differences and clinical applications of Moral Injury, Trauma and Stressor-Related Disorders, attempted suicide, suicidal ideation, non suicidal self injurious behavior, and their impact on physical and social-emotional healing. Marriage, couples/partnerships and parenthood/LGBTQIA+ and Transgender populations within the military are explored within this course. Military law, culture, and hierarchy are discussed as they relate to the return of civilian life and family re-integration. This course also includes the application of supervision within the context of ethical and professional standards, leadership, innovative and transcultural practices within a socially responsible practice.

PHDAT 833.4 - Special Topics in Art Therapy: Supervision and Therapeutic Aesthetics

2

This course explores the aesthetic qualities of various art forms as it relates to the clinician/mental health practitioner/art therapist supervisor and their supervisees. This course examines aesthetics from a therapeutic lens in a supervisory practice with clinicians who work with all populations: individuals, in groups, couples, families, children, peer group consultation, and supervision. Aesthetics is explored beyond the typical analysis of art categories, genres, and historical components to a viewers' experience. Art, beauty, and meaning making is discussed as it relates to personal experiences in real and virtual encounters in museums, galleries, sculpture parks, community centers, video installations, performances, and concerts. Creating a strong personal interaction with an art form and a deeper union with themes, materials, content and structure of artworks and aesthetic responses expand upon sensory awareness, personal insight and openness as a state of being. With a deeper understanding of the personal and professional self, this expands and enriches the supervisory relationship, supervisee's clinical skills, capacity for problem solving, self-healing, deeper self-awareness, insight, and personal and professional growth that in turn improves the therapist/client relationship and fosters growth within the client

PHDAT 833.5 - Spiritual and Alternative Approaches to Healing

2

This course serves the purpose of bringing a focus to areas of special interest to leaders in the field of art therapy not fully addressed in other core courses. The Special Topics in Art Therapy: Spiritual and Alternative Approaches to Healing is designed to examine special interests, including current and emerging issues and interdisciplinary topics within the realm of spirituality and alternative approaches to healing and how it enhances and advances the field of Art Therapy. This elective invites the learner to take a deep look into the importance of aligning professional practice with a theoretical orientation that fits one's personal, professional and philosophical approaches to healing. This course also includes the application of alternative and complementary medicine within the context of global, transcultural approaches, ethical and professional standards, leadership, innovative and teaching practices within a socially

responsible practice. This course enriches the students research skills, capacity for problem solving, self-healing, deeper self-awareness, insight, and personal and professional growth that in turn improves the therapist/client relationship and fosters growth within the client. Areas of study are vast, tailored to each student's interest and may include the following topics that increase the flow of energy throughout the body, mind, and soul. These techniques work directly with the physical, emotional and spiritual aspects of well-being: Affirmations, Meditations, Shamanism, Guided Visualization, Acupuncture, Herbal, Yoga, Sweats, Tai Chi, Native American, Indigenous Healing, Traditional African Healing, African Cosmology, Curandero and Curandera, Auras, Chakras, Crystals, Reflexology, Reiki, Magnetic Therapy, Cranial Sacral Therapy, and Prayers. In addition, other topics such as Pranic, Quantum, Qigong, Nutritional, Bach Flower, Chakra Balance, Acupuncture, Acupressure, Ceremony, and Religious healings may also be included in the course.

PHDAT 833.6 - The Psychology of Emotions: An Exploration of Theory, Development, Manifestation, and the Classification Of Emotions

2

The Special Topics in Art Therapy: The psychology of emotions course is an exploration of theory, development, manifestation, and the classification of emotions. This course is designed to examine emotion literature, including current and emerging issues and interdisciplinary topics such as neuroscience within the realm of emotion psychology to healing and how it enhances and advances the field of Art Therapy. This elective invites the learner to take a deep look into emotions, which includes the theory of emotion, understanding what emotions are, where emotions come from, and the purposes that emotions serve. This course also includes exploring emotion and cognition, the neuroscience of emotion, and the role of emotions in human development. Students will develop an understanding on gender and emotions as well as the universal and cultural differences of emotion in efforts to enhance a socially responsible practice.

PHDAT 834 - Trauma Informed Care

2

This course provides an advanced examination of conceptualizations and approaches to trauma related to emotional, sexual, physical and political violence and terrorism, emotional abuse and neglect, including forms of system-induced trauma. Neurobiology affirms art therapy's efficacy in helping people to reconstruct meaning, to give expression and voice to traumatic experiences, and to help individuals and groups move towards transformation and integration. Art therapy also emerges as effective in combination with other proven approaches for trauma resolution and self-regulation, including somatic and other art-based approaches. The course integrates advanced foci, such as the role of the clinical supervisor in helping therapists work through their own experiences of secondary trauma, and on preventing re-traumatization of research subjects. Community-relevant applications within an adaptive, inclusive, and creative frame will be explored.

PHDAT 835 - Seminar in Human Sexuality

2

This course will examine personal and interpersonal dimensions of the human sexual experience, including sexual issues in the context of oppression, liberation and social justice. Several domains that influence sexuality will be explored, including gender identity, sexual orientation, sexual attitudes and sexual behavior. Perspectives relating to lesbian, gay, bisexual, transgendered, and gender nonconforming people's concerns, as they pertain to advanced art therapy practices will be explored, including how heterosexism and heteronormativity, homophobia, transphobia, and other mechanisms of exclusion influence gender identity development, identity development, and general health and wellbeing. Particular attention will be paid to the impact of the therapeutic alliance and the supervisory relationship and understanding human sexuality and its relationship to art and artistic expression.

PHDAT 836 - Intermodal Application in Art Therapy

2

This course will examine basic principles of expressive arts therapy, education and consultation; in particular the underlying theory that supports the integrated application of the arts in therapy. Course content will focus on what all art forms have in common (e.g., image, synesthetic experience, and art as a vehicle for human expression, improvisation, communication, and engaging the creative process). Students will engage a variety of art modalities through experiential exercises that explore the phenomena of intermodal transfer, crystallization, high sensitivity/low skill and examine how these strategies deepen our understanding of images and promote therapeutic responses in individuals and in groups, large and small.

PHDAT 837 - Advanced Adlerian Theory and Integrative Art Therapy Experientials and Interventions

2

This course covers the theoretical principles of individual psychology and Adlerian theory, including striving for holism, phenomenology, teleology, and social interest. This course addresses the cognitive, affective, and sociocultural dimensions of the individual's development; the selectivity of perception in the formation of one's worldview; motivational factors; creativity and the arts; and the indivisibility of the person. The course discusses how Adlerian practitioners help build and maintain clinical relationships through the use of social interest and social advocacy. Adlerian projective and objective lifestyle assessments and Adlerian art therapy assessments will be explored. Family constellation, life tasks, early recollections, dreams and other aspects of the lifestyle will be taught. Focus is on interventions that are congruent with social interest, and empirically supported practice toward comprehensive, culture-specific treatment planning. Emphasis is placed on the role of the practitioner and the client throughout the four stages of Adlerian therapy. The use of interventions for educators, parents, and caregivers will also be explored so that students have an opportunity to learn about being a credentialed Adlerian therapist or an Adlerian consultant within research, educational, and leadership fields.

Counselor Education and Supervision, (Ph.D.)

Program Mission

The mission of the Doctor of Philosophy in Counselor Education and Supervision (DCES) is to provide advanced training and education for practicing counselors to achieve advanced professional and personal development in becoming scholars, counselor educators, supervisors, leaders, and advocates in the field of counseling. The clinical and academic focus is on freedom and liberation rather than mere adjustment and adaptation for clients. It furthers the mission of Adler University through the infusion and understanding of the themes of social justice, diversity, multiculturalism, empowerment, oppression, freedom, and liberation, and emphasizes scholarship and socially responsible practice.

Program Overview

The program consists of a total of 60 credit hours, including 48 credit hours of core courses and electives, six credit hours of dissertation, and six credit hours of internships and seminars. Students are expected to complete the curriculum in three years for full-time students, or within seven years for part-time students. Program requirements include:

- Completion of core courses and electives (48 credit hours).

- Completion of 600 field hours of internship (six credit hours).
- Completion of dissertation (six credit hours).
- Passage of DCES Comprehensive Examination (0 credit hour).
- Completion of Social Justice Internship I and II (two credit hours total) for students who did not have a Social Justice Practicum at Adler University prior to admission to the program

Program Objectives

The DCES Program is designed to:

1. Provide students with a learning environment and curriculum to develop their counselor educator identity and competencies through research, practice, teaching, supervision, and leadership and advocacy.
2. Develop competent researchers and scholars to generate new knowledge to inform evidence-based counseling practices and train new counselors.
3. Enable students to develop professional portfolios and expertise to enhance their career goals and paths.
4. Systemically and regularly collect program feedback input from key stakeholders, including program core faculty, current students and alumni, site supervisors, external counselor educators, and dissertation committee members for program evaluation and modification.
5. Develop socially responsible educators and practitioners who adhere to professional and ethical standards and program dispositions in order to function as effective supervisors and gatekeepers for the profession.
6. Ensure students' attainment of program learning outcomes.

Program Learning Outcomes

The DCES program learning objectives were developed based on the 2024 Doctoral Accreditation Standards of Counselor Education and Supervision, Section 6, Doctoral Standards, set forth for the Council for Accreditation of Counseling and Related Programs (CACREP) and the Institutional Board learning Outcomes at Adler University.

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 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 the ability to utilize leadership and advocacy models 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, as well as 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: Form an identity and function 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 the ability to conduct quantitative and qualitative research and 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 program aims to provide advanced training for licensed counselors or mental health professionals eligible for master's-level licensure in Illinois or other states.

Although the goal of the program is not the preparation of students for counselor licensure that only requires a master's degree, students without a counseling license may be able to attain such a credential through this Ph.D. program in the following manner in Illinois:

- 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 come 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 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 faculty advisor to see what additional courses, clinical practicum, and internship hours are needed.

Instructional Modality

This program offers two delivery modalities: an in-person on-campus format and a virtual synchronous format (remote). In other words, students can complete the program by attending classes on campus or participating remotely, with a residency week required during the first and fourth semesters. Classes are designed to accommodate the busy schedules of working professionals. Core courses prioritize faculty and student interaction, facilitating high-level discussions and exchanges of ideas. These courses are primarily held in the evening for both modalities as scheduled. Emphasis and elective classes are either fully online with three synchronous meetings or conducted virtually in a synchronous manner with set schedules.

Students can complete the program in three years if enrolled full-time, or they may take up to seven years if enrolled 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 have not graduated from CACREP-accredited or equivalent programs will be required to complete the equivalency requirements in addition to the doctoral curriculum. (See prerequisites for the program below.)
- An academic record that demonstrates ability to fulfill the program's academic demands. Successful applicants typically have a GPA 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.

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.

Graduation Requirements

1. Satisfactory completion of all core courses and electives of 9 credit hours, or an emphasis of 9 credit hours.

with a B or better grade.
3. Satisfactory completion of 600 internship hours at an approved internship site and attainment of a CR grade for each of the internship seminars.
4. A cumulative grade point average of 3.0 or higher.
5. Successful completion of the DCES Comprehensive Examination.
6. Successful completion of a doctoral dissertation
7. Submission of completed graduation application and full payment of all outstanding tuition and fees.
8. Satisfactory completion of Social Justice Internship I and II (for students who did not complete the Social Justice Practicum prior to the admission to the DCES program.).
9. No pending referrals with the Student Development Committee and/or the Student Comprehensive Evaluation Committee.

Program Prerequisites

Applicants 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 to prepare them for the doctoral level course work in respective areas. Requisite course areas at Adler and equivalent courses at other institutions:

COUN 532 - Professional, Legal, and Ethical Issues

3

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

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 postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

COUN 534 - Counseling Skills

3

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, hereand-now processing, self-disclosure, and stages of change.

COUN 535 - Diagnosis Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

COUN 618 - Couples and Family Counseling

3

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.

Prerequisites: Students must complete MAC-472 or PCO-472 or COUN-534 prior to registering for this course.

COUN 622 - Human Growth & Development

3

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

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

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 and 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

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 of assessment instruments (online, etc.) 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.

Prerequisites: Student must complete MAC-472, PCO-472, or COUN-534 prior to registering for this course.

- Clinical training: Counseling practicum/internship (a minimum of 700 hours in total)

Core Courses (39 credits hours)

All students are required to complete these courses with a B or better grade. All students are required to complete these courses with a B or better grade. If students get a B- or below grade, they must repeat the course. Students cannot start the internship if they cannot get a satisfactory grade in the corresponding pre-requisite courses. Students cannot participate in the Comprehensive Examination if they have any core courses with a B- or below grade unless otherwise approved by the program director.

DCES 703 - Advanced Counseling Theories, Integration & Change

3

This course is an advanced, in-depth, exploration of the theories of counseling, including philosophical presuppositions, assumptions, and implications of counseling and psychotherapy and its theoretical dilemma. Also examined are research findings on consciousness and human change processes such as the stages, processes, and precursors of change. Students learn classic Asian psychologies such as Buddhism, Yoga, & Hinduism and corresponding practices. Students are trained to use thinking styles such as dialectical, logical, critical thinking, and synthesis to examine and expose the conceptual underpinnings of the profession. 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, freedom, liberation, and social justice. In addition, students study various approaches to psychotherapy integration, such as assimilative, technical eclecticism, theoretical integration, teleological integration, and common factors. The course also supports further development of professional expertise, fluidity, and effectiveness in developing the student's own personal therapeutic characteristics and therapeutic presence. This includes an examination and integration of Adlerian counseling with mainstream counseling and psychotherapy.

DCES 704 - Advanced Multicultural Counseling, Advocacy & Leadership

3

This course advances students' multicultural and social justice counseling and advocacy competencies. Students will critically examine and challenge the current theoretical traditions and practices of counseling, as well as research, supervision, and training of counselors through the social justice and advocacy lenses. There will be in-depth discussions on the concepts related to intersectionality, decolonization, liberation, and changes. Students will learn to

conduct difficult dialogues and social justice-related conversations. This course also emphasizes the development of counselor educators as leaders, social change agents, and advocates. Students are to explore and analyze current policies and resources impacting their practice and clients' welfare and formulate advocacy strategies and plans for social change. Self-reflection and confronting personal biases are also part of the course expectations.

DCES 705 - Pedagogy in Counselor Education

3

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

This course is designed to explore and apply theoretical and practical knowledge of clinical supervision models in clinical and mental health settings. Through role-plays, case studies, and other experiential learning, students acquire supervisory skills and strategies relevant to supervisees' developmental stages, characteristics, theoretical orientations, ethical issues, and cultural backgrounds. Multicultural and diversity issues in supervision are explored. Students will also examine the multiple roles associated with being a supervisor.

DCES 708 - Counselor Education, Scholarly Endeavors & Consultation

3

This course aims at fostering the development of the counselor educator identity. It will orient students to the role of counselor educator, and their ethical and legal responsibility as a scholar, trainer, supervisor, and gate keeper of the profession. Through this course, students will start implementing their plan of a specialty area by conducting a more in-depth literature review regarding their areas of interest and submitting a conference proposal for a local, regional or national conference. The course will also emphasize student actual involvement in organizations. Ethics regarding writing, publishing, and conducting scholarly activities will be discussed. It will emphasize students' understanding of academic writing, formulating a manuscript with the goal of journal publication. It will address the manuscript submission process and the submission of a manuscript for publication as well as the guidelines set forth by major counseling peer reviewed journals. Further refinement of the literature review of the specialty area will serve as a base for part of the doctoral student's dissertation as well as a manuscript to be submitted to a peer reviewed journal by the end of the semester. The course also discusses consultation in different venues, clinical and administrative.

DCES 801 - Program Research, Evaluation and Development

3

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 803 - Trauma, Crisis, and Disaster Intervention

3

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' post-trauma 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 and trauma populations and suggests strategies for self-care.

DCES 805 - Adv Techniques in Counseling and Psychotherapy

3

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, cognitivebehavioral, 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.

Prerequisites: Take DCES-703

DCES 808 - Curriculum and Academic Program Development

3

This course covers principles of curriculum design for universal learning for diverse individuals and various delivery modalities. There will be discussions on academic program development with reference to accreditation requirements and institutional and program missions. The course will also focus on how different elements of the program support the overall program effectiveness, including the design of each course and its learning objectives, assessment strategies for learning outcomes, evaluation of student dispositions for professional demeanor, admissions and selection of students, and support and retention of students. Students will also be introduced to the accreditation process and the writing of self-studies for CACREP and other accrediting bodies for at both state and regional levels.

DCES 821 - Qualitative Research Methods in Counseling

3

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

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 Analyses in Research

3

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.

Prerequisites: Student must complete DCES-822 prior to registering for this course.

DCES 824 - Qualitative Data Analysis in Research

3

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 ATLAS.ti, to enter, analyze, and induce the results of the research.

Prerequisites: Student must complete DCES-822 prior to registering for this course.

Internship Prerequisites

Internship Prerequisites Students must achieve grades of B or better in prerequisite courses in order to be admitted into or continue with internship seminars.

^a Prerequisite for Advanced Clinical Counseling Internship

^b Prerequisite for Supervision Internship

^c Prerequisite for Teaching Internship

^d Prerequisite for Research Internship

DCES 703 - Advanced Counseling Theories, Integration & Change

3

This course is an advanced, in-depth, exploration of the theories of counseling, including philosophical presuppositions, assumptions, and implications of counseling and psychotherapy and its theoretical dilemma. Also examined are research findings on consciousness and human change processes such as the stages, processes, and precursors of change. Students learn classic Asian psychologies such as Buddhism, Yoga, & Hinduism and corresponding practices. Students are trained to use thinking styles such as dialectical, logical, critical thinking, and synthesis to examine and expose the conceptual underpinnings of the profession. 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, freedom, liberation, and social justice. In addition, students study various approaches to psychotherapy integration, such as assimilative, technical eclecticism, theoretical integration, teleological integration, and common factors. The course also supports further development of professional expertise, fluidity, and effectiveness in developing the student's own personal therapeutic characteristics and therapeutic presence. This includes an examination and integration of Adlerian counseling with mainstream counseling and psychotherapy.

DCES 706 - Clinical Supervision and Consultation

3

This course is designed to explore and apply theoretical and practical knowledge of clinical supervision models in clinical and mental health settings. Through role-plays, case studies, and other experiential learning, students acquire supervisory skills and strategies relevant to supervisees' developmental stages, characteristics, theoretical orientations, ethical issues, and cultural backgrounds. Multicultural and diversity issues in supervision are explored. Students will also examine the multiple roles associated with being a supervisor.

(A prerequisite for DCES 851, Supervision Internship and seminar)

DCES 705 - Pedagogy in Counselor Education

3

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.

(A prerequisite for DCES 852, Teaching Internship and Seminar)

DCES 704 - Advanced Multicultural Counseling, Advocacy & Leadership

3

This course advances students' multicultural and social justice counseling and advocacy competencies. Students will critically examine and challenge the current theoretical traditions and practices of counseling, as well as research, supervision, and training of counselors through the social justice and advocacy lenses. There will be in-depth discussions on the concepts related to intersectionality, decolonization, liberation, and changes. Students will learn to conduct difficult dialogues and social justice-related conversations. This course also emphasizes the development of counselor educators as leaders, social change agents, and advocates. Students are to explore and analyze current policies and resources impacting their practice and clients' welfare and formulate advocacy strategies and plans for social change. Self-reflection and confronting personal biases are also part of the course expectations.

(A prerequisite for practicum and all internships)

DCES 804 - Advanced Group Counseling and Supervision

3

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 clienteles, 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.

(A prerequisite for students who supervise student group leaders for DCES 851 Supervision Internship and Seminar) DCES 821 Qualitative Research Methods in Counseling and DCES 822 Quantitative Research Methods in Counseling (are prerequisites for Research internship, DCES 853)

Emphases and Specialty Areas (9 Credit Hours)

Students are expected to choose one of the following emphases (nine credit hours) to fulfill the program requirements.

DCES students can complete the 9 credit hours of emphasis in two ways:

- A. Students who graduated from Adler's MA programs can simply complete one of the emphases listed below.
- B. Students who graduated from other universities can complete the 9 credit-hour requirement by:
 - a. Take any two courses from any of the emphases, and
 - b. Use the 2 credit hours from Social Justice Internships and DCES 899 Specialized Study in Counseling (1 credit hour) Specialized Studies course to make up three total credit hours.

or

- a. Choose one of the emphases below and complete three 3-credit hour courses,
and
- a. Use the credit hours earned from Social Justice Internships as additional credits for the program.

Emphasis: Advanced Clinical Theories and Practices

Overview: This emphasis area focuses upon enhancing the practitioner's current level of knowledge and ability to study advanced approaches to counseling and psychotherapy, including not only the established approaches such as Dialectical Behavior Therapy and EMDR but cutting-edge approaches such as metacognitive therapy, memory reconsolidation, schema therapy, the CHANGES Model, the cognitive therapy of oppression, and others. Students not only study these approaches but become as proficient as possible in applying them, through role plays conducted in class, along with studying videos. In addition, cognitive-existential and advanced experiential therapies are studied as well. In addition, a solid foundation of mindfulness and mindfulness practice is added to provide another layer of empirically supported practice applications that can be applied to a wide range of diagnoses, further enhancing the clinical skills of the student. Conditions ranging from anxiety and depression to personality disorders and addictions are covered, empowering the student in their clinical practice far beyond what they would learn at the master's level.

Courses: Students have more flexibility in this emphasis, and they can pick **three courses** from different emphases, or any three of the following:

COUN 752 - Advanced Adlerian Theory and Practice

3

This course provides students a forum to explore and apply Adlerian theoretical tenets and interventions in an advanced level. The class framework is on the role of the counselor in relation to the client throughout the four stages of Adlerian therapy. Emphasis is on the Counselor/Client relationship, Life-Style case conceptualization, use of Social Interest, Encouragement, Fictional Final goals and Treatment planning. Students will apply advanced tenets and interventions to clients across the life span using various modalities; individual, couple, family, and group. This is an Online class with Synchronous sessions.

Prerequisites: Student must complete COUN-533 & COUN-518 prior to registering for this course.

COUN 765 - International Perspectives in Counseling And Psychotherapy

3

This course includes required participation in learning institutes overseas including the International Association of Psychology and Counseling's Oxford Institute, located in Oxford England, or otherwise stated in the course syllabus. Students will experience professional collaboration, information sharing, and skill development through engagement with scholars and therapists from around the world. Each student will develop a poster presentation for sharing with an international audience, as well as develop a learning plan for multicultural skill development in one or more areas: counseling therapeutic practice, clinical supervision, counselor education, and/or leadership.

DCES 804 - Advanced Group Counseling and Supervisio

3

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 clienteles, 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 883 - Advanced Psychopharmacology and Integrative Treatments

3

This course takes an in-depth look at the use of psychotropic medications, their effectiveness, and their adversary effects on populations of different clinical issues. Students will have a comprehensive study of the biological processes in response to varying types of psychotropic medications, including antipsychotics, mood stabilizers, pharmaceuticals, and drug-assisted therapy. Students will gain an understanding of the medical resources available to clients and how the medical model can be incorporated within the therapeutic alliance. This course will also focus on how non-prescribing counselors can collaborate with the client's care team, including the medication prescribers, for the clients' best interests. The course will also emphasize counselors' roles in supporting clients with medication management strategies, and psychological interventions. In addition, there will be in-depth discussions regarding legal, ethical, cultural, and advocacy considerations related to psychopharmacology and its applications to various clinical populations. Students may not take this course if they have taken COUN 750.

DCES 886 - Existential and Gestalt Therapy

3

This course is an integrative examination of the classical therapeutic approaches of Gestalt and Existential therapies from an innovative and dialectical perspective, covering both theories at the doctoral level and beyond. The existential and phenomenological perspectives of Martin Heidegger, Edmund Husserl, Jean-Paul Sartre, Irvin Yalom, and Viktor Frankl are covered in depth, with special attention given to such transcultural issues as death, meaning, isolation, freedom, powerlessness, existential anxiety, mindfulness, authenticity, empathy, consciousness, being, oppression, and liberation. In addition, many little known and some original existential techniques are discussed which are taken directly from existential sources and converted into to therapy applications. A range of Gestalt therapy topics will be covered including contact, unfinished business, boundary disturbances, subpersonalities, personality integration, mindfulness and the broad range of Gestalt techniques including the empty-chair. The emphasis of the course is on instilling a practical, immediately applicable understanding of these theories and principles. Many practical techniques and strategies from both theories will be explored along with over a dozen existential growth exercises for both students and clients. The integration of cognitive, behavioral, existential, and Gestalt therapies is also addressed.

DCES 887 - Asian Meditation Therapies

3

Various methods of meditation and related techniques are examined. These include classical Asian meditation techniques as well as lesser known techniques derived from various Buddhist, yoga, Hindu, and Taoist sources. The course also examines the relevant Asian philosophical and psychological perspectives in which meditation practices originated. Many meditation methods, such as concentration, mindfulness, surrender, bhakti, and a host of related spiritual and existential techniques such as being-there, forgiveness, inoculation of being, expansion of being, the pod technique, and many others will be studied and practiced. The emphasis is on applying these techniques with clients who are experiencing mental and emotional disorders such as anxiety and depression in order to achieve a greater

degree of well-being and sense of fulfillment. Research support and an extensive bibliography are provided. Asian conceptions of mind, ego, self, consciousness, mind-body, mental health, psychopathology, compassion, freedom, and liberation are covered with the aim of integrating these into counseling and psychotherapy contexts. A portion of each class period will be devoted to the actual practice of techniques described.

DCES 894 - AI & Technology in Counseling

3

This course explores the intersection of artificial intelligence (AI) and technology in counseling and examines how these advancements transform mental health care, counselor education, and research. Students will gain fundamental knowledge about the application of AI and the use of technology and electronic media in the provision of long-distance or virtual counseling, supervision, consultation, and professional development. There will be in-depth discussion of professional and ethical issues involved in the use of technology in the field of counseling including credentialing, international counseling, client confidential issues, and training and supervision issues from the perspectives of the training institutes and agencies, and others.

DCES 897 - Counseling Difficult, Defiant Adolescent

3

This course is intended to provide a comprehensive, eminently practical range of therapeutic techniques, strategies, and approaches for working with difficult, defiant, and aggressive adolescents. The focus is on the application of the precursors model of change, which provides dozens of techniques and strategies designed for use with difficult clients in general. The relevant theories integrated in this course are family systems, cognitive, behavioral, existential, Adlerian, psychodynamic, and Gestalt approaches. Group therapy is also covered in depth, as well as social justice, multiculturalism, and diversity. Therapeutic approaches to such behaviors and attitudes as suicide, depression, anger, blaming, defiance, violent impulses, criminality, gang involvement, drugs, alcohol, stealing, sexuality, lying, manipulation, attention seeking, and peer pressure are included in the course. Emphasis of the course is on family issues, existential themes, resistance, empathy, belonging, separateness, qualities of the effective counselor, and establishing the therapeutic relationship, with therapeutic change as the goal of counseling for families, groups, and individuals.

DCES 899 - Special Topics:

3

It becomes occasionally appropriate that a student do an independent study with a faculty member on a special topic relevant to the field of Counselor Education and Supervision. This Special Topics course fills that need. This independent study could be any topic in the field, including but not limited to, the practice of counseling and psychotherapy, counselor training, trauma, leadership, advocacy, diversity, multiculturalism, research, or other related area of study. The number of credits for this course can vary from 1 to 3.

DCES 899.1 - Special Topics:

1

It becomes occasionally appropriate that a student do an independent study with a faculty member on a special topic relevant to the field of Counselor Education and Supervision. This Special Topics course fills that need. This independent study could be any topic in the field, including but not limited to, the practice of counseling and psychotherapy, counselor training, trauma, leadership, advocacy, diversity, multiculturalism, research, or other related area of study. The number of credits for this course can vary from 1 to 3.

DCES 899.2 - Special Topics:

2

It becomes occasionally appropriate that a student do an independent study with a faculty member on a special topic relevant to the field of Counselor Education and Supervision. This Special Topics course fills that need. This independent study could be any topic in the field, including but not limited to, the practice of counseling and psychotherapy, counselor training, trauma, leadership, advocacy, diversity, multiculturalism, research, or other related area of study. The number of credits for this course can vary from 1 to 3.

DCES 899.3 - Special Topics:

3

It becomes occasionally appropriate that a student do an independent study with a faculty member on a special topic relevant to the field of Counselor Education and Supervision. This Special Topics course fills that need. This independent study could be any topic in the field, including but not limited to, the practice of counseling and psychotherapy, counselor training, trauma, leadership, advocacy, diversity, multiculturalism, research, or other related area of study. The number of credits for this course can vary from 1 to 3.

Emphasis: Integrative Social Justice Counseling for Change and Liberation

Overview:

The Integrative Social Justice Counseling for Change and Liberation emphasis further actualize the mission of the program. It focuses on applying the principle of practice of social justice counseling to facilitate clients' change, development of internal strengths and resilience, and liberation from oppression, and systemic injustice. Courses target the works with different clinical population with emphasis on intersectionality of different social determinate and client groups' multifaceted identities.

COUN 722 - Counseling Older Adults & Families

3

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.

DCES 895 - Special Topics for Counseling Diverse Populations in DCES

3

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 and 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 910 - Counseling Clients With Different Abilities and Neurodiversity

3

This course provides an in-depth exploration of counseling approaches for individuals with different abilities and neurodiversity. Students will develop deeper understanding of various types of disabilities, including physical, sensory, intellectual, developmental, and psychiatric conditions, as well as neurodivergent traits such as autism, ADHD, and learning differences. The course will focus on the biopsychosocial development of human abilities, psychosocial adjustment, and adaptation processes. Students will also critically analyze the impact of stereotypes, stigma, and discrimination on the well-being of individuals with disabilities and neurodivergence. Strengths-based and evidence-based counseling interventions and advocacy strategies to promoting inclusion, accessibility, and holistic wellness will be explored.

DCES 911 - Bi-Lingual Counseling

3

This course aims to develop students' competency and effectiveness in working with bilingual clients. Students will learn about and apply related theories, research, and treatment strategies. The course will also provide students with opportunities to have an in-depth understanding of the unique interplays and navigations between two languages and cultures in the counseling relationship. There will be in-depth discussions about clients' cultural characteristics, linguistic implications, expression of mental health issues, and treatment strategies. This course will also raise students' awareness and recognition of how their cultural backgrounds and biases may affect the counseling relationship and outcome of the sessions with bilingual clients.

Emphasis: Trauma-informed Counseling and Advocacy

Overview: Trauma-informed Counseling and Advocacy emphasis area focuses on the study of issues associated with trauma, stress, crisis, disaster experiences and trauma theories, assessment, and diagnosis of PTSD in clinical mental health settings with the importance of differentiating their varying characteristics. Emphasis will be on knowledge and skills of different types of interventions, skills of trauma assessment, and diagnosis using a lifespan perspective. The courses in this emphasis area will explore different types of interventions, how to rally available community resources, the issues associated with trauma, stress, crisis, and disaster experiences-and the importance of differentiating their characteristics. Students will learn to assess and diagnose different types of trauma, including PTSD, using a lifespan perspective. Treatment planning incorporates family, individual, and group interventions, holistic intervention strategies, and recovery supports that include self-help groups. Students will also study how trauma impairs neurodevelopment and immune systems.

DCES 893 - Veterans & Military Family Counseling

3

This course covers the history, etiology, symptoms, diagnosis, and treatment of traumarelated 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. Some of the evidence-based treatment approaches covered include cognitive-behavioral therapy (CBT), cognitive processing therapy (CPT), eye-movement desensitization and reprocessing (EMDR), dialectical behavioral therapy (DBT), prolonged exposure therapy (PE), stress management techniques, group and family therapy approaches, and psychopharmacological interventions.

DCES 912 - Childhood Trauma

3

This course provides an understanding of the environmental factors that contribute to and constitute adverse childhood experiences, and the effects on children's development and subsequent behavior. Discussion will include attachment theory and the influence of attachment on development, historical and contemporary research on adverse childhood experiences and subsequent mental health and illness, and an overview of prevention and intervention, and treatment. 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.

DCES 913 - Neurobiology of Trauma

3

Neurobiology of Trauma provides an understanding of the neurobiological processes involved in trauma experiencing, processing, and post-trauma adaptation. This course will cover affective neuroscience, arousal modulation, memory processes involved in trauma experiences, executive functioning, and post-trauma adaptation of these and other areas and processes. Students will learn the application of neuroscience to understanding trauma experiencing and treatment.

DCES 914 - Trauma-Focused Psychosocial Interventions

3

This course covers the history, etiology, symptoms, diagnosis, and treatment of traumarelated 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. Some of the evidence-based treatment approaches covered include cognitive-behavioral therapy (CBT), cognitive processing therapy (CPT), eye-movement desensitization and reprocessing (EMDR), dialectical behavioral therapy (DBT), prolonged exposure therapy (PE), stress management techniques, group and family therapy approaches, and psychopharmacological interventions.

DCES Internships and Seminars (6 credit hours)

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

The DCES Internships and Seminars provide students with venues to be trained in advanced clinical training, supervision, teaching, research, and other advanced professional experiences. Students are required to complete 600 hours of internship.

Students can complete these elements of the 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

All students are required to complete a minimum of 600 hours of Internships in the following areas collectively:

- Advanced Clinical Practice.
- Teaching.
- Supervision.
- Research.

Concurrent with field internship, students are to register for:

Internship Prerequisite Courses

The following courses are required for entry into internships:

Students must achieve grades of B or better in prerequisite courses in order to be admitted into or continue with internship seminars.

- DCES 703 - Advanced Counseling Theories, Integration and Change (a prerequisite for Advanced Clinical Internship, DCES 850)
- DCES 706 - Clinical Supervision and Consultation
(A prerequisite for Supervision Internship and seminar)
- DCES 705 - Pedagogy in Counselor Education
(Teaching Internship and Seminar)
- DCES 704 - Advanced Social Justice Counseling, Advocacy and Leadership
(A prerequisite for all internships)

DCES 821 - Qualitative Research Methods in Counseling and

DCES 822 - Quantitative Research Methods in Counseling (prerequisites for Research internship)

Social Justice Internships (2 Credits)

Students who did not have the Social Justice Practicum at Adler University 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 semesters of their third year.

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.

DCES 857 - DCES Social Justice Internship I

1

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.

Prerequisites: Student must complete DCES-703, DCES-704, and DCES-705 prior to registering for this course.

DCES 858 - DCES Social Justice Internship II

1

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; of which 50 hours will be earmarked for students' deliverables to their site, (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.

Prerequisites: Student must complete DCES-857 prior to registering for this course.

DCES Comprehensive Examination

Each student must take and pass a written comprehensive essay examination prior to candidacy for the doctoral degree. The exam assesses competence in the five CACREP doctoral core areas (counseling, leadership and advocacy, supervision, teaching, and research). The comprehensive examination typically takes place in the Summer I term every year. Passing the comprehensive exam is one of several prerequisites to initiating dissertation coursework. The comprehensive examination is a take-home format and will be completed in 10 consecutive days after the examination is issued to the students unless ADA accommodation is warranted. For further details regarding the comprehensive examination, refer to the DCES Doctoral Handbook and DCES Comprehensive Examination Manual.

Eligibility for participating in the DCES comprehensive examination:

- Students who have successfully completed the DCES core courses with a B or a better grade. However, the exceptions to this rule are DCES-710 (Consultation in Counseling and Mental Health), all internship courses, and all elective courses.
- Students who graduated from a master's level non-CACREP program also need to successfully complete the required prerequisite courses.
- Students must have a GPA of 3.0 or higher to be eligible to take the comprehensive examination.
- There are no I, IP, B-, C, D, F, or NC in any of the core courses.
- Acceptable professional and ethical behavior in all facets of the program, including acceptable ratings in the Professional Dispositions Forms (Refer to the Doctoral Handbook or any course syllabus for details).
- No outstanding or pending referrals with the Student Development or Student Comprehensive Evaluation Committee.

DCES 900 - DCES Comprehensive Examination

0

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.

Prerequisites: Take DCES-700 DCES-701 DCES-702 DCES-703 DCES-704 DCES-705 DCES-706 DCES-801 DCES-803 DCES-821 DCES-822

Dissertation (6 or more credit hours)

Students are expected to apply one or more of the major research methodologies 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 take their research courses. Faculty advisers will assist students during the process of establishing a dissertation committee, which will guide students to complete their dissertations in compliance with the required format and standards. Refer to the DCES Dissertation Handbook for detailed processes and procedures.

Note: Students who cannot complete their dissertations during DCES 903 will need to register for DCES 904 Dissertation Continuation (1 credit hour) consecutively until the completion of the dissertation.

DCES 901 - DCES Dissertation I

2

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 and 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.

Prerequisites: Take DCES-900

DCES 902 - DCES Dissertation II

2

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.

Prerequisites: Take DCES-901

DCES 903 - DCES Dissertation III

2

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.

Prerequisites: Take DCES-902

DCES 904 - Dissertation Continuation

1

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.

Prerequisites: Take DCES-903

Minimum Credit Hours Required: 60

Couple and Family Therapy, (Ph.D.)

Program Overview

Adler University's Doctor of Philosophy (Ph.D.) in Couple and Family Therapy (CFTD) is accredited by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE). It is designed for graduates with a license-eligible clinical master's degree and experienced clinicians. The CFTD emphasizes excellence in clinical practice, training students to apply empirically based knowledge, research, and techniques to therapy, training, and clinical supervision. Graduates of the program will be positioned to make significant contributions to the field of couple and family therapy through practice, supervision, education, leadership, and scholarly work. The CFTD program uses an experiential learning model through a social justice lens, focusing on the self-of-the-therapist.

Couple and family therapists are behavioral health professionals who recognize that relationships and patterns of engagement influence individual and relational functioning and, therefore, need to be part of the therapy process. The CFTD program emphasizes this systemic perspective, enabling practitioners to understand couples, relationships, families, and individuals (children, adolescents, and adults) in the context of complex relational, family, and societal dynamics. CFTD students are trained with advanced clinical skills 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; they assess, conceptualize, plan treatment, and intervene to promote change to occur in the relational systems of clients.

CFTD students may also add the Certificate in Sex Therapy to their program of study by either stacking the certificate onto their degree, allowing them to still take some of the department's elective courses, or utilizing certificate courses to meet the electives requirement in the degree.

Graduates of the program have the core professional identity as a Couple and Family Therapist (CFT) qualified for professional 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. Licensure requirements can vary from state to state in terms of 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. COAMFTE accreditation improves portability across states as the curriculum and training meet the highest standards and rigor in the field. The CFTD program embodies Adler University's commitment to social justice through graduating socially responsible and culturally competent therapists with a clear professional identity as a CFT.

The mission of the CFTD program is to prepare professionals with the core identity of couple and family therapists, including the attainment of advanced skills in research, theory, and application of a systemic framework and identity, including an ethical consciousness, cultural competence, and social responsibility. This mission is achieved through a commitment to our program goals and student learning outcomes.

Program Goals

1. To develop a clear professional identity as an ethical CFT with advanced training, knowledge, and experience.
2. To train students to develop a culturally competent and systemic worldview in their work as a CFT and AAMFT-approved supervisor (candidate) across academic, clinical, research, and supervision settings.
3. To graduate socially responsible professional couple and family therapists sensitive to social justice and diversity.

Student Learning Outcomes

1. To understand and apply advanced knowledge of systems, modern, and postmodern couples and family therapy theories.
2. To demonstrate cultural competency with diverse populations in the advanced practice as a CFT 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 demonstrate sensitivity and knowledge in the 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-Specific Admission Requirements

In addition to the admission requirements standard for Adler University doctoral programs, the CFTD core faculty will review undergraduate and graduate transcripts, letters of recommendation (one academic plus one clinical), and a statement of interest. It is recommended that applicants' statement describes why they are choosing to enter the field of couple and family therapy if they are coming from a different behavioral health discipline, why they want to pursue a doctoral degree, as well as addressing any deficits where students do not meet the stated admissions requirements.

Application requirements include:

- Clinical master's degree in marriage and family therapy, couple and family therapy, medical family therapy, or related clinical field such as social work, art therapy, psychology, or counseling that is license eligible.
- Completion of clinical practicum* in applicant's graduate degree program.
- GPA of 3.25 or higher out of 4.0 in applicant's graduate degree program.
- Commitment to the profession of couple and family therapy as demonstrated in their application essay.
- Licensure or licensure eligibility as an LMFT in the state of Illinois. Applicants without this can be admitted as a doctoral student but must complete coursework to meet the foundational curricular areas as required by COAMFTE.
- Letters of recommendation, including at least one from a graduate instructor and one from a clinical supervisor.

*Students with a non-clinical master's degree should apply to the MCFT program.

Social Justice Practicum

The Social Justice Practicum (SJP) is a non-clinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

- The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.
- The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective to the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

CFTD Clinical Practicum

Students enroll in three consecutive semesters of clinical practicum concurrent with their second year of coursework. Successful completion of at least one advanced theory class (and CFTD-701 if applicable) are prerequisites to clinical practicum. The purpose of practicum is for CFTD students to be clinically active and begin to apply advanced clinical

skills gained through the advanced curriculum. Students who do not earn a B or better in these courses must retake them, postponing the start of practicum and extending the overall length of the program. A referral to the CFT Student Development Committee (SDC) may also be required to evaluate practicum readiness.

To meet degree requirements, CFTD students must complete 120 hours of relational or conjoint direct client contact and 100 hours of supervision, including hours with their AAMFT-approved supervisor or supervisor candidate through the practicum seminar. The CFTD Clinical Practicum can be a paid experience negotiated between the student and the site. Students can also count these hours towards licensure if the experience meets the degree and licensure requirements. Additional resources regarding clinical practicum are available in the *CFT Clinical Training Manual*.

CFT Doctoral Qualifying Exam

The Doctoral Qualifying Examination (DQE) provides an opportunity for students to demonstrate their theoretical and clinical competency as couple and family therapists and across the student learning outcomes (SLOs). This is specifically identified as part of the advanced practical experiences component of the degree. Students are given the opportunity to synthesize the advanced curricular areas and demonstrate mastery in their area(s) of expertise. Additionally, the DQE assesses students' integration of their knowledge with their clinical experience into a unified, coherent model for clinical work with human systems (couples, families, individuals, and communities).

Students are expected to demonstrate advanced professional skills in presentation, academic writing, clinical practice, systemic ethics and legal issues, and research methodology, with a focus on advanced clinical theory through a social justice lens. They are evaluated accordingly under each of the SLOs. Students must successfully pass all parts of their DQE prior to defending their dissertation proposal. Additional resources regarding the DQE are available in the *CFT Clinical Training Manual*. The DQE is completed in the last semester of practicum (CFTD-705).

CFTD Internship

The CFTD internship is designed to provide doctoral students with a supervised experience. The internship must emphasize the development of the CFT professional identity (SLO7) consistent with the degree requirements and the student's professional goals. Students must be engaged in a supervised continuous experience meeting one of the advanced skills per COAMFTE. Students can create an internship experience that meets these requirements with the exception of a clinical internship as that advanced skill is met with clinical practicum. There are instruction, supervision, and research opportunities available within the department. This can be done anywhere in the world and be a paid experience that is negotiated independently of the program. Additional resources regarding the CFTD internship are available in the *CFT Clinical Training Manual*.

CFTD Dissertation

The CFT doctoral dissertation provides students with the opportunity to engage in in-depth scholarship on an important issue in the field of couple and family therapy. It further provides students with the venue to demonstrate their skills in advanced research. The dissertation must represent substantial research that contributes to the field, including a comprehensive discussion of clinical and social justice implications. Information on the dissertation process is available in the *CFT Dissertation Guidebook* which is presented and reviewed in CFTD-875: CFT Dissertation Prep Seminar. Students also take CFTD-862 CFT Dissertation Literature Review to support them in making significant progress prior to registering in their first dissertation credit.

Students may take each of the dissertation courses for "credit" (CFTD-876, CFTD-877, and CFTD-878) up to three times. Students must retake if they receive a "no credit" for any of these courses. This is not included in the limit of three times. There is no limit on the number of times a student can take CFTD-779: CFT Dissertation Continuation.

Graduation Requirements

1. Successful completion of the advanced curricular areas as specified in the curriculum requirements, including courses required to meet the foundational curricular areas as required by COAMFTE.
2. Successful completion of advanced practice experiences, including practicum, the doctoral qualifying exam, internship, and dissertation.

3. Successful completion of Social Justice Practicum I and II.
4. Successful completion of MCFT-533 or the equivalent in the student's master's degree.
5. A cumulative GPA of 3.0 or higher and no grades of B- or lower in core curriculum.
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 Doctor of Philosophy in Couple and Family Therapy.

Master's Degree Credits and Requisites

The CFTD program is a 63-credit degree, not including the required Adlerian (MCFT-533) and Social Justice Practicum courses (SJP-513 and SJP-514) and any necessary master's level courses considered to be requisites to begin the doctoral degree.

Accepted students utilize up to 39 credits from their master's degree programs to meet the requisite requirements as established by COAMFTE, which positions students to be eligible for licensure as an LMFT in the state of Illinois. Students who completed a COAMFTE-accredited degree (marriage and family therapy, couple and family therapy, or medical family therapy) automatically meet these requisites.

Students who have a degree in a related clinical (and license-eligible) program may also receive credits from their graduate work but may be required to take the specific requisite CFT courses as evaluated by the department chair prior to matriculation into the program. Each student's transcripts will be evaluated on an individual basis. Syllabi will be requested from deposited students, most typically to review the content of ethics and theory courses taken in their graduate degree program. Students who do not meet these requisite requirements will take:

CFTD 719 - Systemic Theories Overview

1

This one-credit course is specifically for incoming PhD in Couple and Family Therapy students who did not receive their MA in Couple and Family Therapy, Marriage and Family Therapy, or Medical Family Therapy. This course will specifically provide an overview of systems theories to prepare the student for advanced theoretical coursework and clinical work in the PhD.

CFTD 701 - Couple and Family Therapy Ethics

1

This one credit course is specifically for incoming PhD in Couple and Family Therapy students who did not receive their MA in Couple and Family Therapy, Marriage and Family Therapy, or Medical Family Therapy. This course will specifically cover the AAMFT Code of Ethics complementing the ethics course taken in their clinical master's degree. The goal of this course is to prepare them for practice and licensure as a Couple and Family Therapist.

Additionally, students who did not complete their master's degree at Adler must also complete the following requisite courses:

MCFT 533 - Fundamentals of Adlerian Theory and Interventions and Family Guidance

2

This course provides the couple and family therapy student with an overview of the core concepts of Adler's Individual

Psychology as complementing systemic work with couples, families, and individuals. Building on this foundation, the course provides an opportunity to develop child family guidance and parenting skills education skills based on Adlerian principles and traditions. Through lecture, class discussions, observations, and participatory demonstrations, students will begin learning how to apply Adlerian principles to working with family systems, within individual families, in schools and organizations, and in a greater social context.

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

Degree Requirements

The CFTD program is a full-time program that is to be completed in four years and no longer than seven years. Students may complete their program in as few as three years, with support from their faculty advisor and dissertation chair, by completing their dissertation and internship concurrently.

CFTD students are required to complete nine credits of electives. It is recommended that they complete them during their two years of advanced curriculum, but students may take them during the completion of their internship and dissertation with faculty advisor approval as they are not required for the DQE. Students applying for the internal internship are required to complete their electives prior to the start of the opportunity.

The Ph.D. in Couple and Family Therapy course list is organized by Advanced Curricular Areas (ACA) as defined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) Standards Version 12.5. Successful completion of the following courses is required for this degree:

ACA 1: Advanced Research

12 area credits/12 program credits:

CFTD 740 - CFT Qualitative Research Methods

3

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.

CFTD 741 - CFT Statistics

3

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.

CFTD 742 - CFT Quantitative Research Methods

3

Prerequisite: CFTD-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.

CFTD 743 - CFT Qualitative Data Analysis

3

Prerequisite: CFTD-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.

ACA2: Advanced Relational/Systemic Clinical Theory

18 area credits/30 program credits:

CFTD 720 - Advanced Couple and Family Therapy Theory I

4

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.

CFTD 721 - Advanced Couple and Family Therapy Theory II

2

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.

CFTD 722 - Advanced Therapy with Intimate Relationships

3

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.

CFTD 724 - Advanced Family Therapy with Children and Adolescents

3

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.

CFTD 725 - Grief and Loss Through the Family Life Cycle

3

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 on 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.

CFTD 726 - Trauma and the Family System

3

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.

ACA3: Advanced Relational/Systemic Applications to Contemporary Challenges

3 area credits/33 program credits:

CFTD 730 - Diversity & Social Justice in CFT: Issues of Access & Equity

3

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 dimensions of culture within a social justice framework.

ACA4: Advanced Foundations of Relational/Systemic Teaching, MFT Relational/Systemic Supervision, Consultation, and/or Leadership

2 area credits/35 program credits:

CFTD 745 - AAMFT Approved Supervision Couple and Family Therapists

2

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. This course has been approved by AAMFT to meet the Fundamentals of Supervision requirements to become an AAMFT Approved Supervisor Candidate.

Plus 9 credits of electives* that specifically meet both/either Advanced Curriculum Areas 3 and 4

9 area credits/44 program credits

Advanced Practical Experience (Practicum, Internship, and Dissertation)

15 area credits/59 program credits:

CFTD 703 - CFT Clinical Practicum & Seminar I

3

CFT doctoral students will complete three consecutive semesters of supervised clinical practicum providing individual and relational therapy for the development of advanced systemic clinical skills while concurrently taking coursework. Students will receive supervision from their site supervisor as well as participate in practicum seminar provided by an AAMFT Approved Supervisor or Supervisor Candidate including individual and group supervision. Supervision will be rotating case presentation using notes and audio/video/digital recordings to focus on advanced theoretical analysis, skills building and case consultation as well as a focus on self-of-the-therapist.

CFTD 704 - CFT Clinical Practicum & Seminar II

3

CFT doctoral students will complete three consecutive semesters of supervised clinical practicum providing individual and relational therapy for the development of advanced systemic clinical skills while concurrently taking coursework. Students will receive supervision from their site supervisor as well as participate in practicum seminar provided by an AAMFT Approved Supervisor or Supervisor Candidate including individual and group supervision. Supervision will be rotating case presentation using notes and audio/video/digital recordings to focus on advanced theoretical analysis, skills building and case consultation as well as a focus on self-of-the-therapist.

CFTD 705 - CFT Clinical Practicum & Seminar III

2

CFT doctoral students will complete three consecutive semesters of supervised clinical practicum providing individual and relational therapy for the development of advanced systemic clinical skills while concurrently taking coursework. Students will receive supervision from their site supervisor as well as participate in practicum seminar provided by an AAMFT Approved Supervisor or Supervisor Candidate including individual and group supervision. Supervision will be rotating case presentation using notes and audio/video/digital recordings to focus on advanced theoretical analysis, skills building and case consultation as well as a focus on self-of-the-therapist.

CFTD 865 - CFT Doctoral Internship I

1

Prerequisites: Successful completion of coursework (with the exception of some specials 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. Students cannot register in internship and dissertation concurrently.

CFTD 866 - CFT Doctoral Internship II

1

Prerequisites: Successful completion of coursework (with the exception of some specials 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. Students cannot register in internship and dissertation concurrently.

Prerequisites: Student must complete CFTD-865 prior to registering for this course.

CFTD 875 - CFT Dissertation Prep Seminar

1

Popular culture is often absorbed without thinking critically about its content or consequences. This is remarkable given the enormous impact it has on our lives, our identities and our consciousness. We often do not stop to think or question the underlying assumptions of popular culture, nor do we think about for what or whom such assumptions or content may support. Questions of power and ideology are deeply interwoven in popular culture despite their seeming absence. Additionally, popular culture has an incredible impact on how we view ourselves as individuals and in relation to others. This course will focus on the reciprocal relationship between being influenced and influencing popular culture and our responsibility as socially just couple and family therapists.

CFTD 862 - Dissertation Literature Review

1

This course will focus on supporting students in making progress on their dissertation literature review. Students will develop an organized search strategy, find resources, and create a concrete outline of their dissertation literature review. Students must have selected a dissertation topic and dissertation chair prior to starting this course in order to maximize the benefits. This course will not cover research methodology.

CFTD 876 - CFT Dissertation I and Proposal Defense

1

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 Dissertation Chair for review, the student will submit the document to the entire committee for formal review. The doctoral student will defend the proposal in an oral presentation to the dissertation committee. With the approval of the committee, the student may then register for CFTD-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 CFTD-876 until the proposal has been successfully defended.

CFTD 877 - CFT Dissertation II

1

Prerequisite: CFTD-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 CFTD-877. Once IRB approval has been granted, the student will 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 CFTD-877. Students are also required to have attended at least one dissertation defense prior to completion of CFTD-877.

Prerequisites: Student must complete CFTD-876 prior to registering for this course.

CFTD 878 - CFT Dissertation III and Oral Defense

1

Prerequisite: CFTD-877. Once CFTD students have received IRB approval and/or successfully completed the goals of CFTD-877, they may enroll in the CFTD-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 CFTD-878. Continuous registration will be required until the defense has been passed and the document has been approved and submitted.

Prerequisites: Student must complete CFTD-877 prior to registering for this course.

***Elective Courses (students must complete nine credits):**

CFTD students are recommended to take these elective courses during the advanced curriculum but can take them during internship and dissertation with faculty adviser approval.

CFTD 681 - CFT Special Topic 1

1

This one-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 682 - CFT Special Topic 2

2

This two-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 683 - CFT Special Topic 3

3

This three-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 711 - Couples and Families in Crisis: Forensic Work From a Systemic Perspective

1

This one credit elective course offers insight into working with couples and families in unique crisis situations and special populations. Topics include: working with victims of intimate partner violence and when children are witnesses; persons who use violence against their partners; children with trauma reactions related to having witnessed violence; childhood sexual abuse and incest survivors; undocumented immigrants; survivors of natural disasters; first responders; and foster families.

CFTD 728 - Divorce Mediation and Conflict Resolution with Couples

3

This course is about understanding conflict, resolution, and divorce mediation from a relational lens and through a systemic 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.

CFTD 732 - Integration of Religion and Spirituality in CFT

3

This course examines the integration of religion and spirituality into couple and family therapy. Students will critically examine the literature on spirituality and religion, explore diverse spiritual and/or religious paths, and discuss the potential benefit/harm of spiritual and/or religious beliefs. Students will develop skills to integrate spirituality into treatment. Throughout the course, students will explore self-of-the-therapist issues and the impact of culture, power, and privilege on clients and their experiences.

CFTD 735 - Working Systemically With Sexual and Gender Minority Populations

3

The goal of this course is for students to feel more confident working with sexual and gender minority populations in the therapy room. This goal will be achieved by utilizing a systemic lens while learning about these clients and creating interventions to exercise in your clinical practice. Though sexual and gender minority populations are commonly known under the LGBTQ+ umbrella, this course will provide a respectful prominence and balance that 1) the experiences of gender minorities and sexual minorities are very different experiences and 2) represent the umbrella in the significant and powerful way. The course will provide opportunities to learn through lectures, readings, role plays, and demonstrations of foundational aspects of the therapeutic process to practice the therapeutic skill set.

CFTD 736 - Medical Family Therapy

3

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 and the impact of dimensions of culture, power, and privilege will be emphasized throughout the course. Also, issues of collaboration between marriage and family therapists and other healthcare professionals will be discussed.

CFTD 738 - Gerontology Issues in Family Therapy

3

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.

CFTD 746 - AAMFT Approved Supervision of Supervision I

1

This series of three one-credit courses is for CFT doctoral students and supervisor candidates and can only be taken with special approval by the Clinical Training Director. Students must register for all three credits in consecutive semesters - fall, spring, and summer. Supervisor candidates will provide direct supervision to masters level clinicians under the supervision and mentorship of an AAMFT Approved Supervisor throughout the semester. Supervisor candidates will review and discuss supervision cases and continue developing their own 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.

Prerequisites: Student must complete CFTD-745 prior to registering for this course.

CFTD 747 - AAMFT Approved Supervision of Supervision II

1

This series of three one-credit courses is for CFT doctoral students and supervisor candidates and can only be taken with special approval by the Clinical Training Director. Students must register for all three credits in consecutive semesters - fall, spring, and summer. Supervisor candidates will provide direct supervision to masters level clinicians under the supervision and mentorship of an AAMFT Approved Supervisor throughout the semester. Supervisor candidates will review and discuss supervision cases and continue developing their own 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.

Prerequisites: Student must complete CFTD-746 prior to registering for this course.

CFTD 748 - AAMFT Approved Supervision of Supervision III

1

This series of three one-credit courses is for CFT doctoral students and supervisor candidates and can only be taken with special approval by the Clinical Training Director. Students must register for all three credits in consecutive semesters - fall, spring, and summer. Supervisor candidates will provide direct supervision to masters level clinicians under the supervision and mentorship of an AAMFT Approved Supervisor throughout the semester. Supervisor candidates will review and discuss supervision cases and continue developing their own 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.

Prerequisites: Students must complete CFTD-747 prior to registering for this course.

CFTD 789 - Creative Intervention with Couples and Families

1

This one credit 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 Sculpt, and Music Therapy. This is a hands-on experiential class.

CFTD 802 - hooks & Hardy

2

This course is designed to explore the scholarly works of bell hooks and Ken Hardy. Multiple writings of bell hooks and Ken Hardy provide frameworks to increase critical thinking in examining complex layers of cultural forces that impact lived experience and propose paradigms for impacting systemic change. Students will participate in critical reflection and sustained dialogue about hooks and Hardy's concepts as well as engage in assignments that apply concepts to their own work. In addition, students will explore how the works of hooks and Hardy can increase the capacity to advance Adler University's mission of social justice and social responsibility.

CFTD 804 - Adult Attachment Theory

2

This course will provide students with an overview of conceptual and empirical issues in adult attachment theory and its theoretical application in working with couples. Through the use of vignettes, role-plays, and educational videos, students will be helped to conceptualize dyadic stress with an attachment focus to work with couples to recreate healthier bonds. Application of adult attachment models with specific populations will be reviewed. Self-of-the-therapist aspects that may arise in applying adult attachment models will be addressed.

CFTD 805 - Divorce

1

The purpose of this seminar is to examine specific issues for families who are experiencing divorce. Topics include the culture of divorce, the impact of divorce, the aftermath of divorce for men, women, and children, and remarriage and blended families. Students are encouraged to examine their current beliefs about divorce in regard to the classroom material presented and are encouraged to see, experience, and understand the world from different perspectives. Students will participate in activities to promote self- and other-awareness.

CFTD 807 - Infidelity

1

Infidelity is a common presenting problem in couple, family, and individual therapy with presentation ranging from the aftermath for couples and families to individuals deciding between their partner and their affair. This seminar will define infidelity understanding the critical issues and look at the treatment of infidelity in couples, families, and individuals as well as reflect on the impact of treating infidelity on clinicians.

CFTD 811 - Pop-Culture and Couple and Family Therapy

1

Popular culture is often absorbed without thinking critically about its content or consequences. This is remarkable given the enormous impact it has on our lives, our identities and our consciousness. We often do not stop to think or

question the underlying assumptions of popular culture, nor do we think about for what or whom such assumptions or content may support. Questions of power and ideology are deeply interwoven in popular culture despite their seeming absence. Additionally, popular culture has an incredible impact on how we view ourselves as individuals and in relation to others. This course will focus on the reciprocal relationship between being influenced and influencing popular culture and our responsibility as socially just couple and family therapists.

CFTD 815 - Consensus Rorschach

1

The Consensus Rorschach (CR) is a projective technique for the assessment of couples that has been used to elicit and analyze communication styles, power and control dynamics, emotional processes, and interpersonal stress dynamics. This seminar will provide the history of the technique, training in the administration and interpretation of the protocol, and cutting edge research on the use of the Consensus Rorschach with couples.

CFTD 821 - Private Practice

1

This one-credit course introduces students to the insides of life in private practice. Whether it be a group practice, co-op practice, or solo business, working in private practice offers unique opportunities and challenges. Students will learn the four areas of being successful in private practice as well as the logistical, administrative, ethical and business aspects that go into starting a private practice.

CFTD 823 - Building a Psychoeducation Program

1

Psychoeducation is an evidence-based practice (EBP) that can give information and support to families with a member with a diagnosis of mental and/or physical illness, and they also provide opportunities to build your clinical practice and reach clients who may be reluctant to attend therapy. This seminar will walk you through the steps of developing a psychoeducational program on the topic of your choice - developing the content, choosing the delivery mode, and integrating methods for evaluation.

CFTD 825 - Working with Families with a Child with Special Needs

1

This seminar will focus on meeting the needs and working with families with a child with special needs. Learning objectives include a focus on the impact of a child with special needs on the family including parenting issues, the couple relationship, and on siblings. Additionally, the process that a child with special needs goes through in determining the need to receive special education including a discussion on the differences of accommodations versus modifications.

CFTD 827 - How to Publish a Book in the Field of Mental Health

1

One important aspect of a career in the field of mental health is writing and publishing. Whether it be a research paper, essay, book, or blog, putting our insights into written word can be a crucial component of being a clinician. This seminar will introduce students to the process of publishing a book in the field of mental health. Participants will learn

how to navigate the world of publishing, find a publisher and agent, and how to pitch your work to commercial and academic publishers. A particular focus will be paid to developing and crafting the contents of student book ideas, as well as learning the nuts and bolts of getting a book published.

CFTD 831 - Becoming a Kink-Aware Professional: An Exploration of Kink and BDSM

1

This course will explore Kink and BDSM practices in sexuality within a systemic framework. Students will be expected to engage in intrapersonal work exploring their own attitudes and biases about Kink and BDSM practices and analyze how countertransference may impact their clinical work. Through didactic learning, students will become familiar with specific vocabulary and communication strategies that are utilized during BDSM scenes and Kinky play to foster consent. Students will increase their awareness of clinical assessment strategies to determine when situations promote safety versus abuse; students will learn appropriate clinical interventions to use in situations where abuse is present. Professional development in the field of sexuality will also be emphasized to help students foster a safe clinical environment for Kinksters and BDSM practitioners. Students will be instructed to practice self-care and be prepared as lectures may contain explicit content.

CFTD 833 - Perinatal Mental Health

1

Perinatal mood disorders and the special issues that present during the perinatal period are prevalent. This course will examine the unique challenges and special considerations when working with couples and families during this period in the family life cycle. Students will be provided an introduction to special topics inherent in working with perinatal clients including, but not limited to, perinatal mood disorders, infertility and perinatal loss, self-of-therapist when working with perinatal clients, and assessment and intervention strategies for individuals, couples, and families.

CFTD 837 - Introduction to Consensual Nonmonogamy

1

This course will explore various forms of consensual nonmonogamy within a systemic framework. Through didactic learning, the student is expected to gain knowledge regarding the various relational configurations of consensual nonmonogamy and an understanding of the specific vocabulary utilized by those within the community. The student is to use their systemic understanding to conceptualize, assess, and effectively use interventions within the consensual nonmonogamy community. The student is expected to explore and challenge their own potential biases and areas of countertransference that would come up in clinical work with the consensual nonmonogamy community. The student will creatively collaborate on how to foster safe and sensitive spaces for consensual nonmonogamy clients, as well as how to effectively market themselves as allied clinicians. The class will promote ongoing self-care and preparation as the class will include sensitive and/or explicit materials.

CFTD 841 - Men's Mental Health

1

While there is a shared need to connect to self and others, the differences between men and women and how they connect are distinct in some ways. Clinical understanding related to the needs of each gender should not be based solely on assumptions and personal experiences but should also include an integration of human development knowledge and empirical research. This seminar will focus on key mental health issues specific to men. Topics for consideration will include men's developmental tasks across the lifespan, men's mental health risks and challenges, an examination of how

men function within intimate partnerships and family systems, and key clinical considerations for supporting the well-being of men. Diversity considerations will also be incorporated across topics.

CFTD 843 - Exploring Stereotypes of Women

1

This course is designed to help students critically examine and explore stereotypes specific to women of color. This course will focus on the intersectionality of race, gender, class, and geographical variables that create racialized gender stereotypes for women of color. Through class readings, educational videos, and media, students will discuss and reflect on these stereotypes impact perceptions, thoughts, beliefs, behaviors, and interactions.

CFTD 861 - Introduction to Mediation for Couples and Families

1

This course will cover the basics of mediation and how to apply these skills to your therapy practice to help couples and families resolve disputes more effectively and communicate in healthy and helpful ways. Course topics will include: types of mediation, aspects of positive communication, how to have difficult conversations, family and divorce mediation, parenting coordination, and how to build mediation into your therapy practice. Students will read about the steps involved in mediation, watch videos demonstrating these steps, and practice conducting mediation sessions via role plays.

CFTD 863 - Clinical Risk Management Suicide in Couples and Families

1

This seminar will focus on suicide as an issue of clinical risk management in therapeutic work with families. A self-of-the-therapist lens will be used to help develop the student's ability to respond to clients in crisis specifically focusing on interpersonal behaviors, reactions, risk factors and intervention strategies. Suicidal ideation as well as working with families after loss to suicide will be reviewed.

CFTD 870 - International Immersion and Cross-Cultural Studies

3

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.

SEX 690 - A Biopsychosocial Approach to Sexuality Across the Lifespan

3

This course will explore developmental sexuality across the lifespan including sexual and reproductive anatomy and physiology, human sexual response cycles, and the normative developmental tasks and challenges related to sex and sexuality from a biopsychosocial perspective. Competency understanding, assessing, and conceptualizing sexuality in a sex-positive way at various life stages including clinical interventions and improved communication skills addressing

common challenges will be introduced. Students will explore the impact of gender as it pertains to the development of gender identity, gender expression and gender roles across the lifespan. In addition, students will develop a thorough understanding of unique considerations in working within LGBTQIA+ populations, including Queer Affirmative clinical approaches and interventions. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 691 - Sexual Attitude Reassessment (SAR)

1

This course is an intensive in-person and experiential workshop designed to allow participants to examine and process their sexual attitudes, values, and beliefs through exposure to various kinks, fetishes, and sexual themes. Highly experiential in nature, the SAR involves exposure to films, documentaries, lectures, guest speakers and workshop activities with a focus on processing in both large and small groups. At the end of the course, participants are tasked with writing a paper sharing the impact of the SAR on their sexual attitudes and professional philosophy in sex therapy. This course is a 14-hour workshop over 3 days (Friday - Sunday). This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 14 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 692 - Diversity in Sexuality: Socio-Cultural, Medical, Technological, and Ethical Influences

3

This course will examine the socio-cultural, medical, technological and ethical factors impacting the current landscape of sex and sexuality. Students will explore the impact of race, religion, ethnicity, socioeconomic status, gender and ability on sexual values, attitudes and behaviors, including an understanding of the impact of a range of pervasive social justice issues on sexual functioning and satisfaction. Diversity in sexual expression and lifestyles including consensual non-monogamy, polyamory, kink, BDSM and fetishes as well as the unique considerations for these populations and lifestyles will be reviewed. From a sex-positive, culturally competent place, students will further explore the impact of changing technology used for both pleasure enhancement and the risks of maladaptive use. Students will also gain competency in ethical decision-making and best practice in sex therapy becoming knowledgeable about the history of sex therapy research. Primary to this course is the expectation that students will engage in personal reflections around their own sexuality including learning to complete a thorough sexual history. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 693 - Sex Therapy in Action: Assessment, Diagnosis, and Treatment of Psychosexual Issues and Dysfunction

3

This course will cover the practice of sex therapy through the assessment, diagnosis, and treatment of psychosexual disorders in the DSM-V including sexual issues arising from trauma, medical or mental health factors, relational factors, or environmental factors. Students can expect to learn several models and theories from both an individual and relational perspective to effectively diagnose and treat sexual functioning issues in people with penises and people with vulvas, as well as out-of-control sexual behaviors and paraphilic disorders. Students will explore the short and long-term impact of sexual abuse and trauma on sexual functioning including clinical skills in application with survivors through a trauma-informed lens. This course will also cover professional communication, collaboration, and

supervision skills in order to offer an integrated treatment model and to gain knowledge in appropriate referral practices to other healthcare providers. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

Total Credits of Required* Coursework: 59

*See previous explanation of requisite coursework that may add to the overall credits and timeline of the program.

Due to the limited size of entering cohorts, courses listed under ACA1 and ACA2 are offered every other year , while courses listed under ACA3 and ACA4 are typically offered in each academic year.

The department chair surveys incoming and continuing CFT students to schedule upcoming elective courses, which are typically offered no more frequently than every other year. Additionally, if there is insufficient student interest to support an elective course offering, it may be canceled.

The advanced practical experiences required to be completed by CFTD students include clinical practicum, the doctoral qualifying exam, internship, and dissertation. CFTD students engage in grant writing and the foundational component of MFT relational/systemic supervision in the advanced curricular areas; clinical practice/innovation in their practicum; advanced clinical theory in their qualifying exam; advanced research with the successful defense of their dissertation; and the opportunity to sharpen previous skills or focus on a fourth skill through their internship. Additionally, students are required to engage in presenting and professional writing as part of their Ph.D. Portfolio completed within their advisoree relationship. CFTD students develop advanced clinical theory and clinical practice/innovation through a three-consecutive semester clinical practicum typically done concurrently with the second year of coursework. The clinical practicum culminates in the doctoral qualifying exam (DQE). This is the opportunity for students to demonstrate their achievement of the program's student learning outcomes.

CFTD students are also required to complete a dissertation demonstrating skills in advanced research.

Each student completes a developed internship that meets their professional goals focusing on any of the following selected experiences:

- Advanced research.
- Grant writing.
- Teaching.
- MFT relational/systemic supervision.
- Consultation.
- Advanced clinical theory.
- Clinical practice/innovation.
- Program development.
- Leadership.
- Policy.

Students are required to either/both build on skills already included in the advanced curriculum and advanced practical experiences or select a new skill to learn and practice to add to their professional identity in preparation for their planned career post-degree.

Internships can begin after the completion of coursework (some electives may be the exception).

The CFT Department Handbook, CFT Clinical Training Manual, and the CFT Dissertation Guidebook further describe these degree components.

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Program Overview

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

The Psy.D. program trains clinical psychologists who empower individuals and strengthen communities around the globe. This is distinctive to Adler University as the program enables students to understand the role of social context in human functioning and to integrate this understanding into their professional practice. Adler University continues the visionary work of Alfred Adler, and graduates 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. In addition to the broader scope of psychological theories, students receive training in the theories and methods of Alfred Adler, providing them 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.

This primary program aim is grounded on the following professional competencies: assessment, intervention, ethical and legal standards, individual and cultural diversity, professional values, attitudes and behaviors, communication and interpersonal skills, supervision, consultation and interprofessional/interdisciplinary skills, and research. In addition, the program is guided by 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 psychology's foundations, knowledge base, and science.

The program follows the guidelines the American Psychological Association (APA) set forth regarding 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 APA fully accredits the program and meets the National Register of Health Service Psychologists' requirements and state licensure guidelines.

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

Review of Applications

The application priority deadline is Feb. 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.

Admission Requirements

Applicants to the Psy.D. program must have a baccalaureate degree 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 GPA of 3.0 or higher on a 4.0 scale for undergraduate or graduate coursework. Applicants who have a record of, commitment to, and experience in community service nationally or abroad are encouraged to apply. Applicants must have at least 18 semester credit hours in psychology with grades of C or better. Minimum required courses should include general or introductory psychology, abnormal psychology, and research methods or statistics. All prerequisites must be completed by the end of a student's first semester at Adler University. Equivalent coursework in other social and natural sciences may also be considered. The Graduate Record Examination is optional for applicants. Approved applicants will be invited to a personal interview as a final step in the application process.

Length of Program

The doctoral program is structured as full-time and is to be completed in five years. Consistent with the full-time attendance structure (nine credit hours or more per term), students should plan to spend four years in coursework and practicum experiences, followed by a one-year(full-time) or two-year(half-time) internship. Students are required to enroll full-time to complete the program in a timely manner. Part-time study may be permitted for a limited time for extenuating circumstances and requires approval of the student's academic advisor and department chair. The student must meet the program's residency requirements specified in the Program Residency Policy. Due to the demands of study and clinical training, students should plan on prioritizing their engagement in the program, and outside employment is typically not advisable and very limited work may be possible 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 the 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. Students follow specific student advisement plans that outline the course sequence for the doctoral program curriculum and provide guidelines for students to complete requirements in a timely manner that 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 Psy.D. degree requirements 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. To be considered a full-time student, students are required to register for nine credit hours per semester or 27 credit hours per academic year. Students registered for practicum, dissertation, or internship are considered 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 doctoral candidacy admittance, students must 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 practicum training in the program before going for an internship. All students are required to complete a one-year, full-time or two-year, half-time internship to meet the requirements for the Psy.D. degree. The complete Psy.D. Program Residency Policy can be found in the Psy.D. Program Policies and Procedures Handbook.

Doctoral Candidacy

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. Program Policies and Procedures Handbook.

Psy.D. Program Grade Policy

Students must achieve at least a grade of B to pass a course successfully. Students who receive a grade below B on any required course must retake the course to have it counted toward the Psy.D. degree. Students who received a grade below B on an elective course may retake it or take another equivalent elective course to have it counted toward the Psy.D. degree. The complete Psy.D. grade policy can be found in the Psy.D. Program Policies and Procedures Handbook.

Qualifying Examinations

In addition to satisfying coursework, practica, and other program requirements, students must also pass two clinical qualifying examinations. Qualifying examinations are important benchmarks completed at several points in the doctoral curriculum that allow students to integrate course material and practical training, reflect on their educational and training experiences, and apply their learning to clinical and social issues.

The two qualifying examinations are clinical competency-based and are designed to model the examination style 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, Psy.D. Clinical Qualifying - Assessment Competency, consists of presentation of a clinical interview and mental status exam and resulting psychological report integrating their understanding of the client and including social history, diagnosis, and treatment plan; a paper integrating research with a pertinent clinical/social/diversity issue posed by the case; and analysis of skills, areas of growth and the impact of diversity issues on the pertinent clinical case.

Deadlines for submission of this examination and other details pertinent to the preparation and submission of required materials are described in the Psy.D. Clinical Qualifying Examination-Assessment 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, clinical interviewing, diagnostic formulation, treatment recommendations and professional ethics are evaluated. Students must register for and complete the Psy.D. Clinical Qualifying Examination - Assessment Competency during the spring term of their diagnostic practicum year.

The second clinical competency examination is the Psy.D. Clinical Qualifying Examination - Intervention Competency. Its format and intent are 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. This exam is also structured with a written submission component. Upon review and approval of these materials, there is an oral exam with a faculty reader to demonstrate skill integration. 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-Intervention Handbook. The prerequisite to take this examination is the successful completion of the assessment practicum, and Psy.D. Clinical Qualifying Examination - Assessment Competency.

Students must register for and complete the Psy.D. Clinical Qualifying Examination - Intervention Competency during the Spring semester of their therapy practicum year. Students must successfully pass this examination to receive approval from the Psy.D. The training director is eligible to submit application materials to internship sites. The Psy.D. qualifying exams are milestone experiences that allow 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 their advisor to address areas of deficit and may take this exam a second time and submit a new

exam. Students who fail a doctoral qualifying exam will be referred to the Student Development Committee to develop a formal remediation plan. A second failure on either of these exams may result in dismissal from the program.

Practicum

An integral part of the doctoral program is the acquisition of practical skills gained in field placements. To integrate clinical skills, knowledge, and professional values, students complete supervised clinical experiences and have ongoing involvement in community service and clinical activities at various approved community partners and professional training sites. A dedicated team of training faculty within the department support, oversee, and monitor the approved training sites and students' training experiences.

In the first year, students 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 for a full year in an assessment practicum site, typically in their second year in the program. This practicum focuses on developing skills and providing experience in psychological assessment, diagnostic interviewing, and comprehensive evaluation and report writing.

In their third year, students then complete a full-year clinical intervention practicum focusing on developing skills related to intervention, working with diverse populations and settings, applying various treatment modalities and engaging in treatment planning.

Students conclude their practicum training by completing a required advanced practicum in their fourth year. This provides them with a deeper level of training within an advanced area of interest, integrating previously learned skills and knowledge with more complex populations and allowing refinement of developed assessment and/or intervention skills. As the focus is on integrating doctoral-level education with licensed doctoral-level supervised clinical training and consistent with accreditation standards, no transfer credit can be granted for practica credits earned elsewhere or in a previously completed Adler master's program.

Students must complete courses and academic prerequisites before being approved to begin each clinical practica.

First-year students will spend eight to 10 hours per week over the course of six months at an approved SJP site while concurrently enrolled in required coursework. A minimum of 200 hours is required for Social Justice Practicum. Students are expected to gain the minimum required hours over six months and no less.

At least one of the following courses must be taken concurrently with the Social Justice Practicum I and II: Ethics and Professional Development in Clinical Psychology (PSY 645) and/or Diversity and Individual Differences (PSY 642). Students must complete SJP with a credit grade to begin clinical practicum.

The Center for Civic Learning and Community Action 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 (16-20 hours) over the course of the year at an approved clinical practicum site. Students must also be concurrently enrolled in and attending a practicum seminar throughout their field training experiences. A minimum of 1,500 total hours of clinical practica (750 each for assessment and intervention practica) are required. Fourth-year students complete an advanced practicum to obtain in-depth training in their areas of interest and strengthen their learning experience. Advanced practicum students must complete a minimum of 600 total hours of practicum over the course of at least nine months at an approved practicum site, and they must concurrently enroll in the related practicum seminars throughout the training. Students complete at least 2,100 practicum hours across the three years of all their clinical practicum experiences. Most doctoral students complete more than the minimum number of hours prior to beginning their internship.

The dedicated training faculty team within the department works in collaboration with students to identify clinical experiences that meet the standards and requirements of the program. The training faculty team also supports students in selecting, applying, and completing practicum experiences and provides oversight of these field experiences and

community partners. Students should refer to the Psy.D. Practicum Handbook, available on Adler Connect, for detailed information.

Master of Arts in Clinical Psychology

Upon successful completion of all the course requirements for the first two years of the Psy.D. degree, as well as successful completion of a clinical practicum and the A-CQE competency exam, students who first matriculated in the Psy.D. program in Fall 2013 and subsequent cohorts, are eligible to be awarded the Master of Arts in Clinical Psychology. This is a non-terminal degree that is integral to the doctoral program. As a non-terminal degree, it does not serve as an independent clinical degree eligible for licensure.

Internship

An important component of doctoral-level training and requirement for completing the Psy.D. program is a 2,000-hour internship at an approved site over a 12-month (full-time). The internship is designed to provide intensive advanced clinical training, building on 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 Adler University. All students are required to participate in the APPIC match process for internship placement. Students participate in this national match process and may apply to and complete the final internship experience in many accredited internship programs across the country.

Students must complete all doctoral program requirements, except for dissertation coursework and defense, before beginning an internship. The training director works closely with students to assess readiness to apply for, accept, and begin an internship and 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.

The Internship Handbook on Adler Connect and on LMS Canvas provides specific information regarding internship requirements.

Psy.D. Dissertation

The Psy.D. dissertation is designed to contribute to a student's knowledge, skills, and value of scholarship and research, 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 multiple case study methodologies 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.

Prior to formally beginning work on their Psy.D. dissertation, students must successfully complete the Psy.D. Clinical Qualifying Examination in Assessment (PSY 790). In addition, Statistics (PSY 737), Quantitative Research Methods in Clinical Psychology (PSY 738), and Qualitative Research Methods in Clinical Psychology (PSY 739) must be completed before registering for the first Psy.D. Dissertation course. Students work with a faculty member in their area of interest to chair their dissertation committee and to develop a suitable dissertation topic. Beginning in their third year, students register for a series of six semesters of Psy.D. Dissertation (0.5 credit each for Dissertation I-VI) and work closely with their dissertation chair and committee across their third and fourth year in the program, starting from developing and successfully defending their dissertation proposal to completing their dissertation.

The dissertation project's topic, format, and scope 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. Students must also submit their dissertation proposals to the Adler University IRB committee following approval by their committee before beginning any data collection or similar dissertation activities. The committee chair must be a Psy.D. program faculty member. It is permissible for outside experts to be involved in the dissertation as committee members and outside

readers, with the approval of the dissertation and department chairs. Requirements for the doctoral dissertation are detailed in the program's Dissertation Handbook available on Adler Connect and on Canvas LMS.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses and seminars.
2. Satisfactory completion of a minimum of 2,100 hours of clinical practicum.
3. Satisfactory completion of Social Justice Practicum I and II.
4. A cumulative GPA 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 edited dissertation to the Psy.D. department and ProQuest.
10. Submission of completed graduation application and full payment of all outstanding tuition and fees.

Degree Requirements

Note: Students enrolled in an emphasis will have priority to register in emphasis courses that are open to non-emphasis Psy.D. students.

* Courses from an emphasis that may be taken by non-emphasis students.

** Intervention and advanced intervention courses taken in excess of the required amount will meet the requirement of a general elective.

The following courses, exams, practica, seminars, dissertation, and internship are required for this degree:

Courses

*Successful completion of these first-year courses is required before beginning clinical practicum.

PSY 600 - Clinical Interviewing and Fundamental Skills

4

This course teaches entry-level doctoral students fundamental 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. (Course was modified and is applicable to students entering in 2019-20 AY or later.)

PSY 623 - Life Span Development

3

Social, cultural, biological and psychological issues of prenatal life, childhood, adolescence, adulthood and aging are

presented. Psychosocial development, cognitive functioning, life transitions, coping and adaptation, work and retirement, bereavement and related issues are explored. The course focuses primarily on the theories and application of normal development using a systems approach.

PSY 642 - Diversity and Individual Differences

3

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 selfreflection 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

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) and 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

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 obsessivecompulsive spectrum, mild to moderate depression, somatic symptom disorders, autisticspectrum 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. Note: Offered only in the Fall term.

PSY 649 - Psychopathology II

3

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 schizophrenicspectrum 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) and 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. Note: Offered only in the Spring term.

PSY 659 - Community Psychology

3

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 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: Cognitive, Intellectual, and Academic Functioning And Required Lab

4

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. Course includes a required lab. (Course was modified and is applicable to students entering in the 2019-20 AY or later.) Note: Offered only in the Fall term.

PSY 662 - Integrative Assessment: Personality I And Lab

4

Prerequisite: PSY-661. This course provides students with an overview of the conceptual, theoretical, empirical, and psychometric issues in clinical assessment through self-report, actuarial, and narrative approaches to the psychological assessment of personality and psychopathology. Students will learn to administer, score, and interpret broadband measures, such as NEO Personality Inventory (NEO-PI-3), Minnesota Multiphasic Personality Inventory (MMPI-2/MMPI-A), the Personality Assessment Inventory (PAI/PAI-A), and narrow-band measures, such as the Beck Depression Inventory-II (BDI-II) and State/Trait Anxiety Inventory. The course also introduces students to the assessment of personality and psychopathology through the use of narrative methods such as the Thematic Apperception Test (TAT) and the Sentence Completion Series (SCS). In this course, students will also learn how to assess basic personality strengths and assets, to integrate data from clinical interviews, and to synthesize data from behavioral observations and mental status examinations. Moreover, the course teaches students to conceptualize personality from the perspective of multiple domains of functioning; to integrate cognitive/intellectual data; to compose summaries and case formulations; to formulate DSM-5 diagnostic impressions; to conceptualize treatment recommendations; to address unique referral questions; and to write integrative assessment reports based on the aforementioned sources of clinical data. Finally, this course will provide students with a framework for how to effectively organize and cross-validate findings for a comprehensive psychological assessment. This course includes a required lab. This course may not be transferred or waived, as it serves to prepare students for the Clinical Qualifying

Examination - Assessment Competency. (Course was modified and is applicable to students entering in the 2019-20 AY or later.) Note: Offered only in the Spring term.

Prerequisites: Student must complete PSY-661 prior to registering for this course.

PSY 663 - Integrative Assessment: Personality II And Lab

4

Prerequisite: PSY-662. This course provides students with an overview of the conceptual, theoretical, empirical, and psychometric issues in clinical assessment through the use of the Rorschach Performance Assessment System (R-PAS). Students will learn to administer, score, and interpret this evidence-based, performance-based personality measure. Specifically, the course will prepare students to derive both nomothetic and idiographic findings about an individual's personality functioning, including signs of psychopathology and wellness, using norm-referenced R-PAS data, content analysis of thematic data in Rorschach responses, and through sequence analysis. In this course, students will also learn how to assess basic personality strengths and assets, to integrate data from clinical interviews, and to synthesize data from behavioral observations and mental status examinations. Moreover, the course teaches students to conceptualize personality from the perspective of multiple domains of functioning, to integrate actuarial data from self-report personality tests, as well as from cognitive/intellectual tests. The course continues to emphasize the many foci of PSY-662, including composing summaries and case formulations, formulating DSM-5 diagnostic impressions, conceptualizing treatment recommendations, addressing unique referral questions, and writing integrative assessment reports based on the aforementioned sources of clinical data. This course continues to provide students with a framework for how to effectively organize and cross-validate findings for a comprehensive psychological assessment. This course includes a required lab. This course may not be transferred or waived, as it serves to prepare students for the Clinical Qualifying Examination - Assessment Competency. (Course was modified and is applicable to students entering in the 2019-20 AY or later.) Note: Offered only in the Summer term.

Prerequisites: Student must complete PSY-661 PSY-662 or be approved for a waiver of prerequisites before registering for this course.

PSY 709 - Diagnosis and Treatment of Addictive Disorders

3

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 mentally ill substance abusers (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historical 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

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

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.

Prerequisites: Students must complete PCO-402, PSY-710, or be approved for a waiver of prerequisites before registering for this course.

PSY 724 - Biological Bases of Behavior

3

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 737 - Statistics

3

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

PSY 738 - Quantitative Research Methods In Clinical Psychology

3

Prerequisite: PSY-737. This course introduces various approaches to research design, methodology, and data analysis. Doctoral students' clinical interests are integrated with information about a variety of research approaches, including theoretical and quantitative designs. Students are expected to conduct an extensive, guided review of professional psychological literature and research from the field and prepare a major research paper in an area of interest. The applicability of skills and approaches taught in this course to the subsequent preparation of the dissertation is emphasized, as is the use of American Psychological Association (APA) standards for the preparation of manuscripts. The import of ethical, socially responsible, and diversity issues in research is also addressed.

Prerequisites: Students must take PSY-637 PSY-737 or be approved for a waiver of prerequisites before registering for this course.

PSY 739 - Qualitative Research Methods In Clinical Psychology

3

Prerequisites: PSY-737. This course introduces students to the practice of qualitative research that is applicable to research and evaluation contexts in psychological practice. This course reviews the assumptions, theories, and processes of qualitative inquiry. Students will learn about the theoretical foundations necessary to understand qualitative inquiry and to enhance their abilities to conduct qualitative research and evaluation. (Course has been modified and is applicable to students entering in 2019-10 AY or later.)

Prerequisites: Students must take PSY-637 PSY-737 or be approved for a waiver of prerequisites before registering for this course.

PSY 832 - Cognitive and Affective Bases of Behavior

3

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.

Prerequisites: Student must complete PSY-724 prior to registering for this course.

PSY 833 - Social Psychology

3

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 - History and Systems

3

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

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.

Prerequisites: Student must complete PSY-659 prior to registering for this course.

PSY 910 - Supervision and Management in Clinical Psychology and Lab

4

Supervision and Management in Clinical Psychology and Lab 4 Credits This course, intended to occur late in the doctoral curriculum, during or just before the internship, focuses primarily on clinical supervision, with a 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 a required laboratory in which students engage in a formal peer supervision experience, including an audio taped series of supervision sessions with analysis and application of theoretical models. The course and lab experience are designed to provide beginning, applied supervisory skill development opportunity, and integrate knowledge and skill development in this advanced competency area through direct practice with peer supervision and application of "supervision of supervision" models. (Students entering in 2019-2020 AY. or later.)

Prerequisites: Student must complete PSY-862 or PSY-869 prior to registering for this course.

- PSY *** - Intervention Electives (two) Credits: 6
- PSY *** - Advanced Intervention Elective Credits: 3
- PSY *** - Another Intervention Elective from either category Credits: 3
- PSY *** - General Electives (five) Credits: 15

Qualifying Exams

PSY 790 - Doctoral Clinical Qualifying Examination - Assessment Competency

0

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 integrate 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.

Prerequisites: Students must complete PSY-767 and enrolled in PSY-768 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 890 - Doctoral Clinical Qualifying Exam - Intervention

0

Prerequisite: Successful completion of PSY-790; concurrent with 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.

Prerequisites: Students must complete PSY-790 or PSY-867 prior to registering for this course.

Nonclinical Social Justice Practicum

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

Clinical Practicum

The following clinical practicums and seminars are taken concurrently in a combined format with a total of one credit for both the seminar and practicum components:

PSY 767 - Doctoral Practicum and Seminar I

1

Assessment Seminar is 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training that focuses on developing skills and providing experience in psychological assessment. Practicum experience may not be transferred or waived.

Prerequisites: Student must complete PSY-600, PSY-623, PSY-642, PSY-645, PSY-648, PSY-649, PSY-661, PSY-662, PSY-663, PSY-667, PSY-668, & PSY-669 or be approved for a prereq waiver prior to registering for this course.

PSY 768 - Doctoral Practicum and Seminar II

1

Assessment Seminar is 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training that focuses on developing skills and providing experience in psychological assessment. Practicum experience may not be transferred or waived.

Prerequisites: Student must complete PSY-767 prior to registering for this course.

PSY 769 - Doctoral Practicum and Seminar III

1

Assessment Seminar is 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training that focuses on developing skills and providing experience in psychological assessment. Practicum experience may not be transferred or waived.

Prerequisites: Student must complete PSY-768 prior to registering for this course.

PSY 867 - Doctoral Practicum and Seminar IV

1

Therapy seminar is taken concurrently with the therapy practicum experience. 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, 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training focused on developing skills related to intervention/treatment. Practicum experience may not be transferred or waived. (Students entering 2019-2020 AY and later)

Prerequisites: Student must complete PSY-769 prior to registering for this course.

PSY 868 - Doctoral Practicum and Seminar V

1

Therapy seminar is taken concurrently with the therapy practicum experience. 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, 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training focused on developing skills related to intervention/treatment. Practicum experience may not be transferred or waived. (Students entering 2019-2020 AY and later)

Prerequisites: Student must complete PSY-867 prior to registering for this course.

PSY 869 - Doc Practicum and Seminar VI

1

Therapy seminar is taken concurrently with the therapy practicum experience. 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, 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training focused on developing skills related to intervention/treatment. Practicum experience may not be transferred or waived. (Students entering 2019-2020 AY and later)

Prerequisites: Student must complete PSY-868 prior to registering for this course.

PSY 967 - Advanced Practicum and Seminar I

1

This advanced seminar is taken concurrently with an advanced practicum experience. The 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, 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. Students are required to complete a minimum of 600 practicum hours in order to receive credit for this training experience. Advanced Practicum may not be transferred or waived. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-869 prior to registering for this course.

PSY 977 - Neuropsychology Advanced Practicum and Seminar I

1

Taken concurrently with the neuropsychological assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical neuropsychological assessment, to synthesize results and formulate diagnostic impressions, to write accurate and meaningful assessment reports, and to appreciate the role of culture and diversity in clinical neuropsychological work. Students review and discuss practicum cases and examine data from neuropsychological tests. The courses serve as peer consultation groups in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

PSY 968 - Advanced Practicum and Seminar II

1

This advanced seminar is taken concurrently with an advanced practicum experience. The 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, 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. Students are required to complete a minimum of 600 practicum hours in order to receive credit for this training experience. Advanced Practicum may not be transferred or waived. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-967 prior to registering for this course.

PSY 978 - Neuropsychology Advanced Practicum and Seminar II

1

Taken concurrently with the neuropsychological assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical neuropsychological assessment, to synthesize results and formulate diagnostic impressions, to write accurate and meaningful assessment reports, and to appreciate the role of culture and diversity in clinical neuropsychological work. Students review and discuss practicum cases and examine data from neuropsychological tests. The courses serve as peer consultation groups in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

Prerequisites: Student must complete PSY-977 prior to registering for this course.

PSY 969 - Advanced Practicum Continuation

0

This course is for students on advanced practicum who are continuing with their training in order to complete a minimum of 600 practicum hours. Students should only register for this course if additional practicum hours are required to complete their degree program. The Training Department makes the final determination on a student's eligibility to register for this course. (Students entering 2019-2020 AY or later.)

Prerequisites: Student must complete PSY-968 prior to registering for this course.

PSY 979 - Neuropsychology Advanced Practicum Continuation

0

Taken concurrently with the neuropsychological assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical neuropsychological assessment, to synthesize results and formulate diagnostic impressions, to write accurate and meaningful assessment reports, and to appreciate the role of culture and diversity in clinical neuropsychological work. Students review and discuss practicum cases and examine data from neuropsychological tests. The courses serve as peer consultation groups in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

Prerequisites: Student must complete PSY-978 prior to registering for this course.

First Year Seminars

PSY 667 - Professional Develop and Social Responsibility I

1

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 to engage 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 II

1

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 to engage 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.

Prerequisites: Student must complete PSY-667 before registering for this course.

PSY 669 - Diversity Seminar

1

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.

Prerequisites: Student must complete PSY-668 or be approved for a waiver of prerequisites prior to registering for this course.

Dissertation

PSY 892 - Doctoral Dissertation I

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third

year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-738, PSY-739 and PSY-790 prior to registering for this course.

PSY 893 - Doctoral Dissertation II

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-892 prior to registering for this course.

PSY 894 - Doctoral Dissertation III

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-893 prior to registering for this course.

PSY 992 - Doctoral Dissertation IV

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-894 prior to registering for this course.

PSY 993 - Doctoral Dissertation V

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete

six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-992 prior to registering for this course.

PSY 994 - Doctoral Dissertation VI

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-993 prior to registering for this course.

PSY 904 - Doctoral Dissertation Continuation

0

Doctoral students who have completed Doctoral Dissertation VI (PSY-994) and have not yet successfully completed the Dissertation Oral Defense (PSY-998), must register each term for this course as they work to complete the dissertation to remain in good standing. Students enrolled in Doctoral Dissertation Continuation are expected to make steady and consistent progress on completion of their dissertation.

Prerequisites: Students must complete PSY-903 or PSY-994 prior to registering for this course.

PSY 998 - Doctoral Oral Defense

0

With permission of the Doctoral Dissertation Chair and Committee. Students defend their doctoral dissertation and must submit their dissertation for publication to complete the Doctoral Oral Defense. Students must submit the Certification of Preparedness form found in the Dissertation Handbook.

Prerequisites: Students must complete PSY-903 or PSY-904 or PSY-994 prior to registering for this course.

Internship

PSY 920 - Doctoral Internship Full Time I

0

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY-760, PSY-761, PSY-762, PSY-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 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.)

Prerequisites: Students must complete PSY-990 or PSY-790, PSY-616 or PSY-862 or PSY-869, PSY-991 or PSY-890, and PSY-697 or PSY-897 or PSY-894 prior to registering for this course.

PSY 921 - Doctoral Internship Full Time II

0

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY-760, PSY-761, PSY-762, PSY-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 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.)

Prerequisites: Students must complete PSY-740 or PSY-920 prior to registering for this course.

PSY 922 - Doctoral Internship Full Time III

0

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY-760, PSY-761, PSY-762, PSY-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 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.)

Prerequisites: Students must complete PSY-921 prior to registering for this course.

or

Total Credit Hours Required: 114

Electives

Menu of Required Intervention Electives**

All Psy.D. students choose two:

PSY 720 - Cognitive and Behavioral Therapy Approaches I

3

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 socialcognitive 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 - Psychoanalytic Approaches I

3

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.

Prerequisites: Students must take PCO-472, MAC-472, PSY-600 or be approved for a waiver of prerequisites before registering for this course.

PSY 722 - Humanistic and Existentialist Therapy Approaches I

3

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; 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 & Family Ther Appr I

3

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).

Prerequisites: Students must take MAC-472 PCO-472 PSY-600 or be approved for a waiver of prerequisites before registering for this course.

PSY 799 - Military Couple, Family, and Group Psychotherapy

3

Prerequisite: PSY-798 or permission of the Military Emphasis Coordinator. This course focuses on the treatment of military clients (including reserve and active duty, veterans, and 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, pre-deployment, deployment, combat deployment in the theater of war, return to duty, and reintegration into society. Students will also learn about ethical practices in the delivery of psychotherapy in military settings, in the Veterans Affairs healthcare system, and as private practitioners working with actively serving and veteran populations and their families. Note: Satisfies program requirement as a required regular intervention elective.

Prerequisites: Student must complete PSY-788 (old version) or PSY-798 prior to registering for this course.

(Military Emphasis students only; meets the requirement of PSY 723)

Menu of Required Advanced Intervention Electives**

All Psy.D. students choose one:

PSY 801 - Psychoanalytic Approaches II

3

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 (PSY-721) toward an advanced utilization of psychoanalytic theoretical approaches in the creation of integrated case conceptualizations, treatment planning, and effective interventions. Note: Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Student needs to complete PSY-721 prior to registering for this course.

PSY 802 - Cognitive and Behavioral Therapy Approaches II

3

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 on the knowledge and skills acquired in Cognitive and Behavioral Therapy Approaches I (PSY-720). 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. Note: Satisfies program requirement as an advanced intervention elective.

Prerequisites: Students must complete PCO-335 PSY-720 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 803 - Humanistic and Existential Therapy Approaches II

3

Prerequisite: PSY-722. 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. Note: Satisfies program requirement as an advanced intervention elective.

Prerequisites: Students must complete PSY-722 or be approved for a waiver of prerequisites before registering for this course.

PSY 804 - Couple and Family Therapy Approaches II

3

Prerequisite: PSY-723. This is an advanced course that will cover classical family and couples models through postmodern approaches. This course will build on the knowledge and skills acquired in Couples and Family Therapy Approaches I (PSY-723). 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. Note: Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Students must take MAF-662 or PSY-723 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 824 - Advanced Adlerian Interventions and Assessment

3

Prerequisites: PSY-710, PSY-711. This class will teach Adlerian theory and interventions within play therapy, group therapy, family therapy, and assessment of lifestyle and social interest. Theory and interventions related to children, adolescents, young adults, and the elderly will be reviewed as well as an in depth investigation and understanding 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. Note: Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Student must complete PCO-402 or PSY-710 and PSY-711 or be approved for a waiver of prerequisites before registering for this course.

Additional Intervention elective- students choose one more intervention course from either the foundational or advanced intervention menu above.

General Electives

Psy.D. students choose five from the courses listed below (regular and/or advanced). Emphasis courses meet this requirement. Intervention electives can also count towards general elective requirement.

Note: Students enrolled in an emphasis will have priority in registering for emphasis courses open to non-emphasis Psy.D. students.

*Courses from an emphasis that may be taken by non-emphasis students.

**Intervention and advanced intervention courses taken in excess of the required amount will meet the general elective requirement.

Regular Electives

Psy.D. students in their second year or beyond

PSY 712 - Bio-Psycho-Social-Spiritual Aspects of Addiction

3

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.

Prerequisites: Student must complete both PSY-645 and PSY-709 or be approved for a waiver of prerequisites prior to registering for this course.

(Substance Abuse Treatment Emphasis course open to second-year or beyond Psy.D. students)*

PSY 753 - Child and Adolescent Psychopathology and Assessment

3

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-TR diagnostic labels is stressed. This course also 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 is a required course for the Child and Adolescent emphasis, and it satisfies program requirement as a General Elective.

(C&A emphasis course open to second-year or beyond Psy.D. students)*

PSY 756 - Group Psychotherapy

3

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.

Prerequisites: Students must complete MAC-472 PCO-472 PSY-600 or be approved for a waiver of prerequisites before registering for this course.

(This course fulfills the open C&A elective requirement)

PSY 763 - LGBTQ+ Issues Across the Lifespan

3

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.

Prerequisites: Students must complete PCO-641 or PSY-642 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 784 - Introduction to Military Psychology

3

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 that are applied to the military environment includes the selection of recruits for the armed forces, determining which recruits will be best suited for various military occupational specialties, fitness for duty via the Comprehensive Soldiers Resilience Program, as well as performing analysis on humanitarian and peace-keeping missions to determine procedures. Other applications of military psychology include its intersection with social policy, particularly with respect to issues of diversity within the military. Note: Satisfies program requirement as a General Elective.

(Military emphasis course open to second-year or beyond Psy.D. students)*

PSY 785 - Psychology of Combat & Conflict

3

Prerequisite: PSY-784 or permission of the Military Emphasis Coordinator. 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 manifestations 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 post-deployment. Note: Satisfies program requirement as a General Elective.

Prerequisites: Student must take PSY-300, PSY-771 PSY-784 or be approved for a waiver of prerequisites prior to registering for this course.

(Military emphasis students only)

PSY 870 - International and Cross-Cultural Studies

3

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. This course has additional costs including travel, room and board, and spending money.

Prerequisites: Students must complete PSY-642 prior to registering for this course.

Advanced Electives

PSY 706 - Trauma Focused Approaches to Interventions

3

This course covers the history, etiology, symptoms, diagnosis, and treatment of traumarelated 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 traumarelated symptoms, and the major approaches to treatment and prevention of PTSD in the aftermath of trauma. The research-supported approaches to be covered include phaseoriented 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. Note: Required course for the Traumatic Stress emphasis. Satisfies program requirement as an advanced intervention elective.

(Traumatic Stress emphasis priority; open to all third-, fourth-, and fifth- Psy.D. students; this course fulfills the open C&A elective requirement)*

PSY 713 - Advanced Treatment of Addictive Disorders

3

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. Note: This class is required for the Substance Abuse emphasis.

Prerequisites: Student must complete PCO-438 or PSY-709 and PSY-305 PSY-645 or be approved for a waiver of prerequisites before registering for this course.

(Substance Abuse Treatment emphasis course open to all third-, fourth-, and fifth- year Psy.D. students)*

PSY 717 - Primary Care Psychology

2

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.

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 718 - Medical Terminology and Conditions for Primary Care Psychologists

1

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.).

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 719 - Mindfulness Meditation

3

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.

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

- PSY 733 - Theories and Techniques of Clinical Hypnosis

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 735 - Assessment & Intervention in Behavioral Medicine I

3

Prerequisites: PSY-720, PSY-737. 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 that integrate wellness will involve disorders such as hypertension, diabetes, and somatoform disorders. Assessment using common behavioral medicine instrumentation will be covered. Experiential learning will be incorporated in this course in order to deepen the student's understanding of the perspective of the patient. Note: Required course for the Primary Care emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PCO-335 or PSY-720 PSY-637 or PSY-737 or be approved for a waiver of prerequisites before registering for this course.

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 736 - Assessment & Intervention in Behavioral Medicine I

3

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. Note: Required course for the Primary Care emphasis and the Behavioral Medicine emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PSY-735 or be approved for a waiver of prerequisites before registering for this course.

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 754 - Special Topics in the Treatment of Children, Adolescents, Young Adults, and/or Families

3

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. Note: This course meets the elective requirement for students in the Child and Adolescent emphasis.

(This course fulfills the open C&A elective requirement; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 757 - Child and Adolescent Psychotherapy

3

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 term. Required course for the Child and Adolescent emphasis. Note: Satisfies program requirement as a General Elective.

Prerequisites: Students must take PSY-753 or be approved for a waiver of prerequisites before registering for this course.

(C&A emphasis course; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 758 - Biofeedback

3

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. Note: Satisfies program requirement as General Elective.

Prerequisites: Students must complete PCO-472 PSY-600 or be approved for a waiver of prerequisites before registering for this course.

(Primary Care emphasis priority; open to third-, fourth-, and fifth-year Psy.D. all students)*

PSY 764 - Neuropsychology I: Neuroanatomy

3

This course is the first in a three course sequence designed to familiarize students with the foundations of neuropsychological assessment. This course provides a detailed overview of neuropsychological assessment techniques in common usage. It provides a review of basic neuroanatomy and neurophysiology, as well as an introduction to cognitive functions. Administration and scoring of various neuropsychological assessment instruments is emphasized, and issues of test administration and scoring in a socio-cultural context are included. NOTE: This class is only offered in the FALL semester. **(Required course for the Clinical Neuropsychology Concentration)

Prerequisites: Students must complete PSY-624 or PSY-663 and PCO-649 or PSY-649 or be approved for a waiver of prerequisites before registering for this course.

PSY 765 - Neuropsychology II: Neuropsychological Assessment

3

Prerequisite: PSY-764. This course is a continuation of PSY-764 and is designed to be taken immediately after this prerequisite. This course builds on the material from PSY-764 and focuses on the neuropsychological assessment of neurocognitive disorders, including but not limited to, dementia, traumatic brain injury, cerebrovascular accident, and psychological disorders. Integrative interpretation of neuropsychological assessment results is emphasized. NOTE: This course is only offered in the SPRING semester. **(Required course for the Clinical Neuropsychology Concentration)

Prerequisites: Student must complete CEN-720 PSY-764 or be approved for a waiver of prerequisites before registering for this course.

PSY 797 - Testing, Assessment, and Treatment in DOD and VA Healthcare Systems

3

Prerequisite: PSY-785 or permission of the Military Emphasis Coordinator. 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 of 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, and military service-informed interpretation of commonly used tests in the Department of Defense (DoD) and Veterans Affairs (VA) healthcare systems. Concurrently, students will be presented with a brief exploration of the structures, function, and policies of these federally administered medical and behavioral health delivery systems. In addition, students will learn

about direct service delivery to active duty service members on base, off base, and in theaters of war, as well as in the VA healthcare system's direct service delivery to military veterans, retirees, and their families in the United States. Moreover, this course will focus on the delivery of empirically supported behavioral health treatments in the DoD's and VA's healthcare systems. 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, post-traumatic stress symptoms, acute stress disorder (ASD), and post-traumatic stress disorder (PTSD) and accompanying comorbidities, among others. Note: Satisfies program requirement as a general elective.

Prerequisites: Student must complete PSY-785 prior to registering for this course.

(Military emphasis only)

PSY 798 - Trauma-Informed Theory, Assessment, and Treatment in Military Clinical Psychology

3

Prerequisite: PSY-785 or permission of the Military Emphasis Coordinator. 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, 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 non-governmental settings will be explored including aspects of crisis competence, resilience, and post-traumatic growth. Note: Satisfies program requirement as a general elective.

Prerequisites: Student must complete PSY-785 prior to registering for this course.

(Military emphasis students only)

PSY 805 - Advanced Child and Adolescent Psychotherapy

3

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. 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 term. Required course for the Child and Adolescent emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PSY-757 or be approved for a waiver of prerequisites prior to registering for this course.

(C&A emphasis course open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 806 - Advanced Trauma-Focused Approaches to Intervention

3

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 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), 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. Note: Required course for the Traumatic Stress emphasis. Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Students must complete PSY-706 or be approved for a waiver of prerequisites prior to registering for this course.

(Traumatic Stress emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 811 - Advanced Issues in Co-Occurring Disorders

3

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.

Prerequisites: Student must complete PCO-438 or PSY-709 or PSY-706 or be approved for a waiver of prerequisites prior to registering for this course.

(Traumatic Stress emphasis priority and Substance Abuse Treatment emphasis priority)

PSY 821 - Neo-Adlerian Theory: Integration of Adlerian Theory With Evidence Practice

3

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 cognitivebehavioral 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.

Prerequisites: Student must complete PSY-710 and PSY-711 or be approved for a waiver of prerequisites prior to registering for this course.

Advanced Adlerian emphasis; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 822 - Death, Dying, Bereavement, Loss-Focused Approaches to Intervention

3

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.

(Traumatic Stress emphasis and Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 823 - Adlerian Parent Consultation and Family Therapy

3

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. Note: This course also meets an elective requirement for the C&A emphasis.

Prerequisites: Student must complete PCO-402 or PSY-710 and PSY-711 or be approved for a waiver of prerequisites prior to registering for this course.

(Advanced Adlerian emphasis course open to all third-, fourth-, and fifth-year Psy.D. students; this course fulfills the open C&A elective requirement)*

PSY 839 - Advanced Statistical Technique

3

This course will focus on analysis of multiple independent/predictor variables using multiple regression and analysis of covariance (ANCOVA) approaches. In preparation for applied work with these more advanced approaches, students will learn and practice diagnosing and addressing multicollinearity, curvilinear relationships, interactions, influential residuals, and violations of assumptions. Students will also be introduced to regression analyses with categorical predictors and multivariate analyses (with multiple dependent/outcome variables). Students will work with SPSS software to plot data and conduct analyses.

Prerequisites: Student must complete PSY-737 and PSY-738 or be approved for a waiver of prerequisites before registering for this course.

PSY 864 - Pediatric Neuropsychology

3

This course provides training in the neuropsychological assessment of children, with an emphasis on trauma and developmental disorders. An array of neuropsychological instruments is used. Students develop skills in the administration, scoring, contextual interpretation, and write-up of pediatric neuropsychological assessment methods.

Prerequisites: Student must complete PSY-765 prior to registering for this course.

(Clinical Neuropsychology Emphasis students only)

PSY 865 - Advanced Neuropsychological Assessment and Conceptualization

3

This course offers a structured approach to case conceptualization and analysis in preparation for clinical practice and ultimately board certification. It covers advanced topics in neuropsychological assessment through the application of fact-finding exercises and didactic instruction.

Prerequisites: Student must complete PSY-765 or be approved for a pre-req waiver prior to registering for this course.

(Clinical Neuropsychology Emphasis students only)

PSY 874 - Race, Ethnicity & Social Class

3

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.

Prerequisites: Students must complete PCO-641 or PSY-642 or be approved for a waiver of prerequisites before registering for this course.

PSY 877 - Issues in Religion and Spirituality - Theory and Therapy

3

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.

Prerequisites: Student must complete PSY-642 or PCO-641 prior to registering for this course.

PSY 884 - Geriatric Neuropsychological Assessment

3

This course focuses on the development of knowledge and skills necessary to perform psychological assessments and neuropsychological screenings, with an emphasis on older adults. Students gain a conceptual grasp of (1) uses of traditional assessment instruments with older adults, (2) use of psychological tests designed specifically for older adults, (3) use of neuropsychological tests to provide a screening for cognitive deficits, and (4) use of functional assessment with older adults.

Prerequisites: Student must complete PSY-764 or be approved for a waiver of prerequisites prior to registering for this course.

(Clinical Neuropsychology Emphasis students only)

PSY 912 - Psychopharmacology

3

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. (Students entering AY 2019-2020 or later).

PSY 930 - Trauma, Grief, & Loss With Children, Adolescents, and Families

3

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.

(This course fulfills the open C&A elective requirement; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 873 - Special Topics in Diversity

3

Prerequisites: PSY-642, PSY-659. This course will provide students with an opportunity to study advanced topics related to diversity, broadly defined. The course is intended as a more advanced integrative course to build on students' early foundation in diversity, applied specific topics in diversity, multicultural perspectives and innovative approaches to addressing mental health issues and social problems from a diversity perspective. 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 and are related to current topics in professional psychology.

PSY 931 - Development Disorders of Childhood And Adolescence

3

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.

Prerequisites: Students must complete PSY-644 prior to registering for this course.

(This course fulfills the open C&A elective requirement; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 932 - Assessment & Intervention with Adolescents and Young Adults

3

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.

(This course fulfills the open C&A elective requirement; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 915 - Special Topics in Neuropsychology

3

This course will provide students with an opportunity to study applied areas of neuropsychology with a primary focus on intervention. Topics may include specific intervention techniques often utilized in mental health settings such as cognitive rehabilitation or neurofeedback. Topics could also cover the identification and treatment of specific foci such as attention, learning, or memory disorders. Finally, topics may include commonly used therapeutic techniques for neuropsychological conditions. There will be a strong emphasis on multicultural perspectives incorporated into these topics.

Prerequisites: Student must complete PSY-724 and 2 of the following PSY-711, PSY-719, PSY-720, PSY-721, PSY-722, PSY-723, PSY-799 or approval for the waiver of prerequisites prior to registering for this course.

Psychology: Advanced Adlerian Psychotherapy Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

Adler University doctoral students working toward the Psy.D. may pursue training in the Advanced Adlerian Psychotherapy Emphasis concurrently with their doctoral work. This emphasis is designed to provide advanced experience and 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 work in Adlerian therapy.

The advanced emphasis focuses on building 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 field's best practices. Following the six standard Adlerian credits required for the doctorate degree (PSY 710, PSY 711), the emphasis' advanced courses 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 couple 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 originally grew into an established certification in Adlerian psychology, as well as an emphasis currently within the Psy.D. program.

Minimum Admission Requirements

Enrollment in the clinical psychology Psy.D. program and in good academic standing.

Training Requirements

Students can either attend the NASAP annual conference (two days of training), ICASSI (one week of activities), or an equivalent training experience (15 hours minimum) through CAPS, a local NASAP affiliate or other Adlerian seminar/workshop/conference as approved by the emphasis coordinator.

Dissertation Requirement

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

Total Credit Hours Required: 15 total

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of training requirements.
3. A cumulative GPA of 3.0 or higher and no grades below "B".
4. Successful completion of a dissertation and submission to the Psy.D. department.

Coursework Requirements

*Core curriculum required course

For further information, contact Advanced Adlerian Emphasis Coordinator Dinko Aleksandrov, Psy.D., at dialeksandrov@adler.edu.

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

3

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

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.

Prerequisites: Students must complete PCO-402, PSY-710, or be approved for a waiver of prerequisites before registering for this course.

PSY 821 - Neo-Adlerian Theory: Integration of Adlerian Theory With Evidence Practice

3

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 cognitivebehavioral 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.

Prerequisites: Student must complete PSY-710 and PSY-711 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 823 - Adlerian Parent Consultation and Family Therapy

3

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. Note: This course also meets an elective requirement for the C&A emphasis.

Prerequisites: Student must complete PCO-402 or PSY-710 and PSY-711 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 824 - Advanced Adlerian Interventions and Assessment

3

Prerequisites: PSY-710, PSY-711. This class will teach Adlerian theory and interventions within play therapy, group therapy, family therapy, and assessment of lifestyle and social interest. Theory and interventions related to children, adolescents, young adults, and the elderly will be reviewed as well as an in depth investigation and understanding 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. Note: Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Student must complete PCO-402 or PSY-710 and PSY-711 or be approved for a waiver of prerequisites before registering for this course.

Psychology: Child and Adolescent Clinical Psychology Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

This emphasis within our clinical psychology program provides focused coursework, training, and mentorship that prepare students as clinical psychologists with the necessary knowledge, skills, and training to work with children, adolescents, young adults and their families, and the issues that impact their mental health and well-being. Through the emphasis, our students gain innovative research- and practice-based understanding and skills related to assessment and intervention methods that are most appropriate to youth as well as understanding of the broader structural, systemic, and sociocultural factors that affect healthy development of children and adolescent health and development. These effects can be both barriers and resiliency factors in what fosters thriving wellness in an ever-changing world.

Child and adolescent psychologists work in a range of settings with young people and their families. With social justice and championing the rights of young people in mind, they conduct formal diagnostic assessments, provide psychotherapy and other therapeutic services, develop community-based youth programs, lead prevention initiatives, provide consultation, advocate for policy and more. Students are trained as practitioners with broad knowledge and specific skills in assessment, theory, research, and practice by faculty who are practicing clinicians as well as leading scholars, researchers, and educators with extensive child, adolescent, and family treatment experience.

Admission Criteria and Continued Enrollment

Students are admitted into the emphasis after completion of their first year in the program. Emphasis admission criteria include:

- Admission into the emphasis requires an overall grade point average of at least 3.5 **and** passing all program milestones in your first year of the program.
- Submission of the emphasis application (more detailed information and instructions will be provided by the end of Spring semester of your first year regarding your submission)
- An Interview with the emphasis coordinator (group interview offerings will be available Spring and Summer semester before registration for your second year).
- Entry into the emphasis will be confirmed when an email invitation is accepted to join the child and adolescent emphasis canvas page.

- **Special Note:** Without accepting the invitation to the emphasis page, you will not be registered as being in the emphasis. Admission to the emphasis is not guaranteed. The decision will be weighed in conjunction with other data.

Academic and Research Requirements:

- Additionally, your dissertation project must involve research that contributes to developmental psychology, lifespan development, child psychology, adolescent mental health, and/or family-based health. The subjects or participants in your research do not have to be children or adolescents but must contribute to the above-mentioned in some way.
- Your dissertation topic must be approved by the emphasis coordinator by the second week of the Spring semester of your third year in the program (a link will be sent via the child and adolescent emphasis resource page)
- The emphasis coordinator does not need to be chair of your dissertation, but at least one member of your committee should be an expert or specialist in youth mental health or related fields (i.e., developmental psychology, primary care and family health, pediatrics, perinatal mental health).

Emphasis Training Requirements:

- During your tenure in the program, **at least one** of your training practicums should be at a site focused on child, adolescent, or family-based treatment.

Emphasis Completion:

- For successful completion of the child and adolescent psychology emphasis and have the emphasis listed on your degree, the following must occur:
- Satisfactory completion of all required credit hours for the program and those outlined in the emphasis course requirements above.
- Satisfactory completion of all training expectations, including social justice practicum and clinical practicum training and competencies (receiving credit for passing practicums successfully and receiving credit for passing clinical qualifying examinations).
- A cumulative grade point average of 3.5 or higher and no failing courses.
- Successful completion of a dissertation (that meets the research requirements listed above) and submission to the Psy.D. department.
- A submitted and approved checklist form to the emphasis coordinator (this will be available once you are part of the emphasis).
- Submission of completed graduation application, full payment of all outstanding tuition and fees, along with degree conferral, preparation for graduation.

For further information, contact Abbré McClain, Psy.D, LCPC, child and adolescent psychology emphasis coordinator, at abmcclain@adler.edu.

Coursework Requirements

Successful completion of the following courses is required to complete the emphasis:

PSY 723 - Couple & Family Ther Appr I

3

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).

Prerequisites: Students must take MAC-472 PCO-472 PSY-600 or be approved for a waiver of prerequisites before registering for this course.

PSY 753 - Child and Adolescent Psychopathology and Assessment

3

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-TR diagnostic labels is stressed. This course also 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 is a required course for the Child and Adolescent emphasis, and it satisfies program requirement as a General Elective.

PSY 757 - Child and Adolescent Psychotherapy

3

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 term. Required course for the Child and Adolescent emphasis. Note: Satisfies program requirement as a General Elective.

Prerequisites: Students must take PSY-753 or be approved for a waiver of prerequisites before registering for this course.

PSY 805 - Advanced Child and Adolescent Psychotherapy

3

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. 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 term. Required course for the Child and Adolescent emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PSY-757 or be approved for a waiver of prerequisites prior to registering for this course.

- PSY *** - Child and Adolescent Elective (at least one - see menu below)

Total Credit Hours Required: 15

Open Electives

Emphasis in Child and Adolescent Clinical Psychology open electives consists of any of the following (3 credits each). Students must select one course from the options below:

PSY 754 - Special Topics in the Treatment of Children, Adolescents, Young Adults, and/or Families

3

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. Note: This course meets the elective requirement for students in the Child and Adolescent emphasis.

PSY 763 - LGBTQ+ Issues Across the Lifespan

3

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.

Prerequisites: Students must complete PCO-641 or PSY-642 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 823 - Adlerian Parent Consultation and Family Therapy

3

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. Note: This course also meets an elective requirement for the C&A emphasis.

Prerequisites: Student must complete PCO-402 or PSY-710 and PSY-711 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 873 - Special Topics in Diversity

3

Prerequisites: PSY-642, PSY-659. This course will provide students with an opportunity to study advanced topics related to diversity, broadly defined. The course is intended as a more advanced integrative course to build on students' early foundation in diversity, applied specific topics in diversity, multicultural perspectives and innovative approaches to addressing mental health issues and social problems from a diversity perspective. 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 and are related to current topics in professional psychology.

PSY 874 - Race, Ethnicity & Social Class

3

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.

Prerequisites: Students must complete PCO-641 or PSY-642 or be approved for a waiver of prerequisites before registering for this course.

PSY 878 - Clinical Issues & Interventions With Sexual Orientation and Gender Identity Minorities

3

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.

Prerequisites: Students must complete PCO-641 or PSY-642 and PSY-674 or PSY-763 prior to registering for this course.

PSY 930 - Trauma, Grief, & Loss With Children, Adolescents, and Families

3

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 - Development Disorders of Childhood And Adolescence

3

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.

Prerequisites: Students must complete PSY-644 prior to registering for this course.

PSY 932 - Assessment & Intervention with Adolescents and Young Adults

3

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.

Psychology: Clinical Neuropsychology Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

Clinical neuropsychology is one of the fastest growing subspecialties within psychology. Its growth has been evident in the increased number of postdoctoral training programs, high-quality, peer-reviewed professional journals, and professional organizations in neuropsychology, such as the International Neuropsychological Society (INS), the National Academy of Neuropsychology (NAN), and Division 40 of the American Psychological Association.

Neuropsychology is recognized by the National Register of Health Service Psychologists and has a specific credentialing board, The American Board of Clinical Neuropsychology. There has also been a recent emphasis on interdisciplinary collaborations with neuropsychology within psychology and other health disciplines.

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 on the scientific study of human behavior as it relates to the 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.

- Licensing and concentration to provide psychological services to the public by the laws of the state or province in which they live and review by one's peers as a test of these competencies.

The doctoral neuropsychology emphasis is designed to provide students with the opportunity to develop a solid competence and proficiency in clinical neuropsychology. Completion of the Emphasis in Clinical Neuropsychology within the Clinical Psychology doctoral program prepares graduates to complete advanced work (i.e., postdoctoral fellowship), leading to careers in clinical neuropsychology and board certification. The program is designed to satisfy current professional guidelines for training clinical neuropsychologists. After graduating with the Psy.D. and the Clinical Neuropsychology emphasis, a year of postdoctoral training is required for licensure as a psychologist in most states and provinces. Graduates are expected to continue postdoctoral training and acquire additional supervised clinical experience to increase general and subspecialty neuropsychology competencies. Current national guidelines recommend that the graduates complete a two-year postdoctoral residency in neuropsychology following the completion of this program.

Minimum Admissions Requirements and Continued Enrollment

Prerequisites

Students who have completed the requisite assessment sequence (PSY 661, PSY 662, PSY 663) and Psychopathology I and II (PSY 648, PSY 649) and obtained a grade of B+ or better in all these courses are eligible to take Introduction to Clinical Neuropsychology I: Neuroanatomy (PSY 764) in the fall of their second year. They must also complete or concurrently register for Biological Bases of Behavior (PSY 724) in the fall of their second year.

After completing all the above courses with a grade of B+ or better, students may then officially apply to be admitted to the emphasis at the end of the fall term of the second year.

Application Process

Students must submit a one-page statement of interest, transcripts of their graduate school performance, and a letter of recommendation from a faculty member. Then, they must complete an interview with the emphasis coordinator.

Students who are accepted into the emphasis will then be permitted to take the second course in the sequence in the spring term of their second year, Neuropsychology II: Neuropsychological Assessment (PSY 765). After acceptance into the emphasis, students must complete all remaining course requirements with a grade of B+ or better. Additionally, after completing the assessment and psychotherapy practicums and seminars, the student will be allowed to apply for an advanced practicum in neuropsychology and the associated advanced practicum seminar with a focus in clinical neuropsychology.

The emphasis coordinator may waive prerequisites or grade requirements in unusual circumstances.

Admission Criteria

- Completion of PSY 661, PSY 662, PSY 663 with a B+ or better in all courses.
- Completion with PSY 724, PSY 648, PSY 649 with a B+ or better. Overall Adler GPA of at least 3.5 with no grades lower than a B.
- One letter of recommendation from faculty. This may be in the form of an email to the emphasis coordinator.
- No referrals to SDC or SCEC.
- Passing all program milestones up to the point of emphasis admission.
- A cover letter describing the student's professional goals and interests and how the emphasis will help them achieve these goals.

Admission to the emphasis is not guaranteed. It is dependent on meeting the criteria and fit with the program, student performance, and specific goals.

Additionally, students admitted into the emphasis must maintain the following standards or risk dismissal from the emphasis.

- Maintain an overall GPA of at least 3.5 in the doctoral program.
- Maintain at least a GPA of 3.5 in all Neuropsychology Emphasis courses.
- Pass all milestones in the Psy.D. program on a timely basis.
- No referrals to SCEC or other disciplinary actions.
- Maintain a collaborative, team-focused attitude with no comportment issues that warrant a referral to SDC or SCEC while engaged in any neuropsychology student group (ANST) or emphasis activities, practica, or classes.

For further information, contact the clinical neuropsychology emphasis coordinator.

Emphasis Curriculum Sequence

Year 2:

PSY 724 - Biological Bases of Behavior

3

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 765 - Neuropsychology II: Neuropsychological Assessment

3

Prerequisite: PSY-764. This course is a continuation of PSY-764 and is designed to be taken immediately after this prerequisite. This course builds on the material from PSY-764 and focuses on the neuropsychological assessment of neurocognitive disorders, including but not limited to, dementia, traumatic brain injury, cerebrovascular accident, and psychological disorders. Integrative interpretation of neuropsychological assessment results is emphasized. NOTE: This course is only offered in the SPRING semester. **(Required course for the Clinical Neuropsychology Concentration)

Prerequisites: Student must complete CEN-720 PSY-764 or be approved for a waiver of prerequisites before registering for this course.

PSY 764 - Neuropsychology I: Neuroanatomy

3

This course is the first in a three course sequence designed to familiarize students with the foundations of neuropsychological assessment. This course provides a detailed overview of neuropsychological assessment techniques in common usage. It provides a review of basic neuroanatomy and neurophysiology, as well as an introduction to cognitive functions. Administration and scoring of various neuropsychological assessment instruments is emphasized, and issues of test administration and scoring in a socio-cultural context are included. NOTE: This class is only offered in the FALL semester. **(Required course for the Clinical Neuropsychology Concentration)

Prerequisites: Students must complete PSY-624 or PSY-663 and PCO-649 or PSY-649 or be approved for a waiver of prerequisites before registering for this course.

Year 3:

One course with special populations in neuropsychology (pediatric or geriatric):

PSY 864 - Pediatric Neuropsychology

3

This course provides training in the neuropsychological assessment of children, with an emphasis on trauma and developmental disorders. An array of neuropsychological instruments is used. Students develop skills in the administration, scoring, contextual interpretation, and write-up of pediatric neuropsychological assessment methods.

Prerequisites: Student must complete PSY-765 prior to registering for this course.

PSY 884 - Geriatric Neuropsychological Assessment

3

This course focuses on the development of knowledge and skills necessary to perform psychological assessments and neuropsychological screenings, with an emphasis on older adults. Students gain a conceptual grasp of (1) uses of traditional assessment instruments with older adults, (2) use of psychological tests designed specifically for older adults, (3) use of neuropsychological tests to provide a screening for cognitive deficits, and (4) use of functional assessment with older adults.

Prerequisites: Student must complete PSY-764 or be approved for a waiver of prerequisites prior to registering for this course.

Year 3 or 4:

PSY 865 - Advanced Neuropsychological Assessment and Conceptualization

3

This course offers a structured approach to case conceptualization and analysis in preparation for clinical practice and ultimately board certification. It covers advanced topics in neuropsychological assessment through the application of fact-finding exercises and didactic instruction.

Prerequisites: Student must complete PSY-765 or be approved for a pre-req waiver prior to registering for this course.

One elective course in Neuropsychological Intervention Techniques selected from a menu of courses offered.

PSY 915 - Special Topics in Neuropsychology

3

This course will provide students with an opportunity to study applied areas of neuropsychology with a primary focus on intervention. Topics may include specific intervention techniques often utilized in mental health settings such as

cognitive rehabilitation or neurofeedback. Topics could also cover the identification and treatment of specific foci such as attention, learning, or memory disorders. Finally, topics may include commonly used therapeutic techniques for neuropsychological conditions. There will be a strong emphasis on multicultural perspectives incorporated into these topics.

Prerequisites: Student must complete PSY-724 and 2 of the following PSY-711, PSY-719, PSY-720, PSY-721, PSY-722, PSY-723, PSY-799 or approval for the waiver of prerequisites prior to registering for this course.

Year 4:

- PSY 933 - Advanced Neuropsychology Practicum and Seminar I (Restricted Neuropsychology section) (Meets core Psy.D. course requirement instead of PSY 967)
- PSY 934 - Advanced Neuropsychology Practicum and Seminar II (Restricted Neuropsychology section) (Meets core Psy.D. course requirement instead of PSY 968)
- PSY 935 - Advanced Neuropsychology Practicum and Seminar Continued (Restricted Neuropsychology section) (Meets core Psy.D. course requirement instead of PSY 969 and is zero credits)

Additional Requirement: Students in the emphasis must complete a dissertation in the related topic area with final submission to the Psy.D. department.

Summary

A total of 15 credits of courses are required in the specific clinical neuropsychology courses utilizing general elective credits. An additional five credits overlap with regular Psy.D. core courses but may be in specific designated sections (PSY 724 and PSY 933-935 instead of PSY 967-PSY 969) for neuropsychology emphasis students.

Psychology: Military Clinical Psychology Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

In support of Adler University's integrated mission of advancing socially responsible practice, healthy communities, and a more just society, the 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.

Given the number of military-related practica available in the area, at least one military service-related clinical practicum is preferred but not required. A student who wants to serve on active duty as a military clinical psychologist and military officer and who qualifies may enjoy the competitive F. Edward Hebert Armed Forces Health Professions (HPSP) scholarship offers tuition remission, a monthly stipend, and competitive positioning for an active-duty internship and postdoc.

Admission Criteria and Continued Enrollment

Students interested in the Emphasis in Military Clinical Psychology should notify the emphasis coordinator and arrange an interview within 60 days of starting the first academic year (Fall term). Admission to the emphasis is not guaranteed. Candidates must meet the following admission criteria:

- Copies of undergraduate and graduate transcripts.
- A letter of interest (cover letter) describing the student's professional goals and interests and how the emphasis will help achieve these goals.
- Overall GPA of at least 3.25.
- Interview with the emphasis coordinator or emphasis faculty.

For students who did not enter directly into the Military Clinical Psychology emphasis, after the 60-day window and before the beginning of the second-year fall term, candidates are required to meet the following admission criteria:

- Each of the above criteria.
- Overall Adler GPA of at least 3.25.
- One letter of recommendation from an Adler faculty member. This may be in the form of a brief email.
- Passing all the Psy.D. program milestones to the point of emphasis admission.

Once a student is admitted into the emphasis, the student must maintain the following standards, or they will risk dismissal from the emphasis:

- Maintain an overall GPA of at least 3.0.
- Obtain a grade of at least B in all required emphasis courses (listed below).
- Pass all milestones in the Psy.D. program (CQEs, 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 the student's first academic year and periodically in the student's second academic year and beyond, providing mentorship and instrumental support across the cohort.
- Attend at least one emphasis in-house training.

Completion Requirements

1. Satisfactory completion of all required credit hours.
2. Satisfactory completion of practicum seminars and internship.
3. A cumulative GPA 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 Joseph Troiani, Ph.D., (troia@adler.edu) and Lyuba Bobova, Ph.D., (lbobova@adler.edu), the Military Clinical Psychology emphasis coordinators.

Coursework Requirements

Students interested in serving this unique population will enroll in five core military clinical psychology courses that address military structure, systems, clinical issues, assessment, treatment, and a variety of direct-service modalities in the 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

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 that are applied to the military environment includes the selection of recruits for the armed forces, determining which recruits will be best suited for various military occupational specialties, fitness for duty via the Comprehensive Soldiers Resilience

Program, as well as performing analysis on humanitarian and peace-keeping missions to determine procedures. Other applications of military psychology include its intersection with social policy, particularly with respect to issues of diversity within the military. Note: Satisfies program requirement as a General Elective.

PSY 785 - Psychology of Combat & Conflict

3

Prerequisite: PSY-784 or permission of the Military Emphasis Coordinator. 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 manifestations 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 post-deployment. Note: Satisfies program requirement as a General Elective.

Prerequisites: Student must take PSY-300, PSY-771 PSY-784 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 797 - Testing, Assessment, and Treatment in DOD and VA Healthcare Systems

3

Prerequisite: PSY-785 or permission of the Military Emphasis Coordinator. 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 of 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, and military service-informed interpretation of commonly used tests in the Department of Defense (DoD) and Veterans Affairs (VA) healthcare systems. Concurrently, students will be presented with a brief exploration of the structures, function, and policies of these federally administered medical and behavioral health delivery systems. In addition, students will learn about direct service delivery to active duty service members on base, off base, and in theaters of war, as well as in the VA healthcare system's direct service delivery to military veterans, retirees, and their families in the United States. Moreover, this course will focus on the delivery of empirically supported behavioral health treatments in the DoD's and VA's healthcare systems. 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, post-traumatic stress symptoms, acute stress disorder (ASD), and post-traumatic stress disorder (PTSD) and accompanying comorbidities, among others. Note: Satisfies program requirement as a general elective.

Prerequisites: Student must complete PSY-785 prior to registering for this course.

PSY 798 - Trauma-Informed Theory, Assessment, and Treatment in Military Clinical Psychology

3

Prerequisite: PSY-785 or permission of the Military Emphasis Coordinator. 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, 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 non-governmental settings will be explored including aspects of crisis competence, resilience, and post-traumatic growth. Note: Satisfies program requirement as a general elective.

Prerequisites: Student must complete PSY-785 prior to registering for this course.

PSY 799 - Military Couple, Family, and Group Psychotherapy

3

Prerequisite: PSY-798 or permission of the Military Emphasis Coordinator. This course focuses on the treatment of military clients (including reserve and active duty, veterans, and 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, pre-deployment, deployment, combat deployment in the theater of war, return to duty, and reintegration into society. Students will also learn about ethical practices in the delivery of psychotherapy in military settings, in the Veterans Affairs healthcare system, and as private practitioners working with actively serving and veteran populations and their families. Note: Satisfies program requirement as a required regular intervention elective.

Prerequisites: Student must complete PSY-788 (old version) or PSY-798 prior to registering for this course.

Total Credit Hours Required: 15

Psychology: Primary Care Psychology and Behavioral Medicine Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

The Emphasis in Primary Care Psychology and Behavioral Medicine trains students in the broader role of psychology in health care 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. Hospitals, group medical practices, community clinics, HMOs, and family practice centers are typical work settings. Behavioral medicine involves intervening with medical patients to reduce physical symptoms, such as reduction in pain symptoms using mindfulness, reduction in blood pressure using biofeedback, or regulation of blood sugar in people with diabetes using behavioral management techniques in collaboration with a dietician. The two fields go hand-in-hand, as many patients in primary health care 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 psychologist's role in health care delivery. These are fast-growing and exciting fields with the potential to alter the health care landscape.

Admission Criteria

Interested students in good academic standing with 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 their first year. Students are also expected to attend either a Primary Care Student Organization (PCSO) meeting or event or 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.

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 GPA of 3.0 or higher and no grades below B.
3. Successful completion of a dissertation in the topic area 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 and Behavioral Medicine emphasis coordinator, at nbockian@adler.edu.

Course Requirements

The following courses are necessary for completion of the emphasis:

PSY 717 - Primary Care Psychology

2

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

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 735 - Assessment & Intervention in Behavioral Medicine I

3

Prerequisites: PSY-720, PSY-737. 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 that integrate wellness will involve disorders such as hypertension, diabetes, and somatoform disorders. Assessment using common behavioral medicine instrumentation will be covered. Experiential learning will be incorporated in this course in order to deepen the student's understanding of the perspective of the patient. Note: Required course for the Primary Care emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PCO-335 or PSY-720 PSY-637 or PSY-737 or be approved for a waiver of prerequisites before registering for this course.

PSY 736 - Assessment & Intervention in Behavioral Medicine I

3

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. Note: Required course for the Primary Care emphasis and the Behavioral Medicine emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PSY-735 or be approved for a waiver of prerequisites before registering for this course.

Behavioral Medicine Skills (3 credits)

Select one:

PSY 719 - Mindfulness Meditation

3

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 733 - Theories and Techniques of Clinical Hypnosis

PSY 758 - Biofeedback

3

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. Note: Satisfies program requirement as General Elective.

Prerequisites: Students must complete PCO-472 PSY-600 or be approved for a waiver of prerequisites before registering for this course.

Special Topics (3 credits)

Select one:

PSY 802 - Cognitive and Behavioral Therapy Approaches II

3

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 on the knowledge and skills acquired in Cognitive and Behavioral Therapy Approaches I (PSY-720). 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. Note: Satisfies program requirement as an advanced intervention elective.

Prerequisites: Students must complete PCO-335 PSY-720 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 822 - Death, Dying, Bereavement, Loss-Focused Approaches to Intervention

3

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.

Total Credit Hours Required: 15

Psychology: Substance Abuse Treatment Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

The Emphasis in Substance Abuse Treatment is designed to provide education and training in the prevention, assessment, intervention, and treatment of alcohol and other drug abuse (AODA) disorders. Specifically, the coursework provides education in substance abuse treatment theories, techniques, and core functions, 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 Certification Board (ICB). 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. Have 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.

Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. A cumulative GPA of 3.25 or higher and no more than one grade of C.
3. Successful completion of a dissertation in the related topic area 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 Cathy McNeilly, Psy.D., CADC, associate professor, Substance Abuse Treatment emphasis coordinator, at cmcneilly@adler.edu.

Course Requirements

The Emphasis in Substance Abuse Treatment requires the following courses:

PSY 709 - Diagnosis and Treatment of Addictive Disorders

3

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 mentally ill substance abusers (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

PSY 645 - Ethics and Professional Development in Clinical Psychology

3

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) and 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 712 - Bio-Psycho-Social-Spiritual Aspects of Addiction

3

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.

Prerequisites: Student must complete both PSY-645 and PSY-709 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 713 - Advanced Treatment of Addictive Disorders

3

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. Note: This class is required for the Substance Abuse emphasis.

Prerequisites: Student must complete PCO-438 or PSY-709 and PSY-305 PSY-645 or be approved for a waiver of prerequisites before registering for this course.

PSY 811 - Advanced Issues in Co-Occurring Disorders

3

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.

Prerequisites: Student must complete PCO-438 or PSY-709 or PSY-706 or be approved for a waiver of prerequisites prior to registering for this course.

Total Credit Hours Required: 15

*Core curriculum courses

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).

Psychology: Traumatic Stress Psychology Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

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, 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. Understanding the broader structural and systemic factors that impact survivors' well-being is also emphasized.

Minimum Acceptance Requirements

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. Interview with the emphasis coordinator.

The following requirements must also be met:

1. Students earning the Emphasis in Traumatic Stress Psychology 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 Emphasis in Traumatic Psychology must complete their dissertation on a topic relevant to traumatic stress or death, dying, bereavement, loss, or life-threatening illness. If the Traumatic Stress Psychology emphasis coordinator is not a member of the student's dissertation committee, the student must verify topic approval by the coordinator before the dissertation proposal defense is scheduled.
3. Successful completion of a dissertation in the related topic area and submission to the Psy.D. department.

For additional information, contact Janna A. Henning, J.D., Psy.D., professor, Traumatic Stress Psychology emphasis coordinator, at jhenning@adler.edu.

Requirements

The following courses are necessary for completion of the emphasis:

PSY 706 - Trauma Focused Approaches to Interventions

3

This course covers the history, etiology, symptoms, diagnosis, and treatment of traumarelated 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 traumarelated symptoms, and the major approaches to treatment and prevention of PTSD in the aftermath of trauma. The research-supported approaches to be covered include phaseoriented 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. Note: Required course for the Traumatic Stress emphasis. Satisfies program requirement as an advanced intervention elective.

PSY 806 - Advanced Trauma-Focused Approaches to Intervention

3

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 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), 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. Note: Required course for the Traumatic Stress emphasis. Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Students must complete PSY-706 or be approved for a waiver of prerequisites prior to registering for this course.

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

*Additional acceptable electives may be added to the Elective Menu from time to time. The Traumatic Stress Psychology Emphasis coordinator will notify the Adler University community about newly included courses through Self-Service and the Office of the Registrar.

**If a student has taken a three-day formal training in cognitive and behavioral therapy at the Beck Institute, they may waive the requirement for a course from the Research-Supported Interventions Menu and take two courses from the Special Populations Menu instead for a total of four emphasis courses. Proof of attendance must be submitted to the Traumatic Stress Psychology emphasis coordinator, who will forward it to the Office of the Registrar.

Note: Students are expected to take the Traumatic Stress Psychology emphasis courses in the third or fourth year.

Elective Menu - Special Populations*

(choose *one* of the following):

PSY 811 - Advanced Issues in Co-Occurring Disorders

3

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.

Prerequisites: Student must complete PCO-438 or PSY-709 or PSY-706 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 822 - Death, Dying, Bereavement, Loss-Focused Approaches to Intervention

3

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.

Elective Menu - Research-Supported Interventions**

(choose *one* of the following):

PSY 802 - Cognitive and Behavioral Therapy Approaches II

3

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 on the knowledge and skills acquired in Cognitive and Behavioral Therapy Approaches I (PSY-720). 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. Note: Satisfies program requirement as an advanced intervention elective.

Prerequisites: Students must complete PCO-335 PSY-720 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 803 - Humanistic and Existentialist Therapy Approaches II

3

Prerequisite: PSY-722. 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. Note: Satisfies program requirement as an advanced intervention elective.

Prerequisites: Students must complete PSY-722 or be approved for a waiver of prerequisites before registering for this course.

Master's Level Programs

Counseling: Art Therapy, (M.A.)

Program Overview

The Master of Arts in Counseling: Art Therapy is an integrated degree in art therapy and counseling. The program prepares students to be both counselors and art therapists and leads to dual credentialing in art therapy and licensure in counseling. It provides education and clinical training within the context of the philosophy, theories, and principles of counseling and art therapy, as well as Adlerian Psychology, Adlerian Art Therapy, and the institutional mission and vision. The program fosters collaboration, compassion, leadership, service in the community, cultural competence, innovation, and the creative artistic process in order to promote peace and healing. The program focuses on mastering clinical counseling principles, skills, and techniques that include competency in documentation, treatment planning, and diagnostics in conjunction with the principles, skills, and techniques of art therapy. The combination of the curriculum and the applied practicum and internship experiences produce graduates who are not only strong counselors and art therapists, but also socially responsible practitioners who engage in their communities and promote social justice and to prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Immediately upon graduation from this program, a graduate may apply to take the Illinois Licensed Professional Counselor (LPC) examination and the National Counselor Examination (NCE). After receiving this license, a practitioner may work to complete additional requirements to apply to take the Licensed Clinical Professional Counselor (LCPC) examination. This program also 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.

Modalities

The MACAT program can be completed in one of two modalities: on-campus or online.

On-Campus Modality

In the on-campus or on-ground modality, most classes are offered in a traditional classroom format with weekly on-campus meetings. This modality is intended for students living in the region who intend on in-person learning.

Online Modality

The online modality is designed for students who want to complete the program in a distance-learning format. Students do not need to live in the region to participate in this modality. This program does not require a residency. All courses will be delivered online through Adler University's learning management system (CANVAS) in 15-week cycles:

Online modality utilizes multi-media and contemporary technology to facilitate student learning. Courses include asynchronous remote learning with weekly assignments and some synchronized learning, which requires students to attend virtual meetings at a predetermined time. The frequency of virtual/synchronous meetings varies based on course type and term length but typically occur eight times per class per 15-week semesters.

The Provisional Registered Art Therapist (ATR-Provisional) is the credential that ensures an art therapist meets established educational standards, with successful completion of advanced specific graduate-level education in art therapy and is practicing art therapy under an approved supervisor(s). Students are eligible to apply for this credential once they have completed their degree (or education requirements for the ATR-Provisional) and are engaged in a supervisory relationship with a qualified supervisor(s). The ATR-Provisional is not a required credential to apply for the ATR.

After completing graduate studies and 1,000 hours of supervised clinical art therapy practice, a graduate may apply for art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). ATR requires 1,000 hours of clinical art therapy (direct client contact), including at least 100 hours of supervision or at least one hour of supervision for every 10 hours of direct client contact. A minimum of 500 hours of this work experience needs to be supervised by a credentialed art therapist (ATR-BC). 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, they may work to complete additional requirements 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.

Counselors and 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, private practice, correctional institutions, shelter programs and treatment centers for those who experience interpersonal violence, and community programs for immigrants and refugees.

Program Learning Objectives (PLOs)

Program Learning Objective 1: Practitioner Scholar Model Outcome: Relationship, Intervention, and Assessment Competencies

PLO #1 Goal: 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.

Objectives for PLO #1 Goal:

- 1.1. Demonstrate knowledge of and ability to conduct comprehensive art therapy, counseling, psychotherapeutic and related mental health field directives, assessments, and evaluations that integrate social and cultural aspects.
- 1.2. Demonstrate knowledge of and ability to conduct comprehensive art therapy and counseling directives and evaluations utilizing multiple intervention strategies based on current clinical research and integrating social and cultural considerations.
- 1.3. Demonstrate the ability and commitment to apply those principles in assessment, appraisal, intervention, and evaluation in art therapy, counseling, and psychotherapy practices within all types of populations.

1.4. Evaluate the efficacy of their interventions and use this information to continuously inform the treatment plan and intervention methods.

1.5. Understand that all types of art therapy and counseling assessments are ongoing processes that inform practice and research.

Competencies for PLO #1 Goal:

1.1.a. Demonstrate proficient culturally sensitive interviewing, goal setting, assessment, appraisal, evaluation, intervention, test administration, and identify types of appropriate art therapy and mental health field directives and assessments, including standardized and non-standardized testing, norm referenced, criterion referenced group and individual testing, appraisal and evaluations including personal, hands-on contact with the discipline of art making in the spirit of the **Adler Mission of Excellence**: embracing the highest level of quality, rigor, and integrity for education, scholarship, performance, and outcomes.

1.1.b. Integrate art therapy and counseling directives, and assessment results into comprehensive oral and written reports/case conceptualizations using taxonomies, appraisals, evaluations, interventions, assessments, behavioral observations, and symptom checklists, such as the most current DSM, as ethically and culturally appropriate, including art processes and the selection of art materials informed by therapeutic applications, and current research using theories and models for understanding creativity, symbolism, metaphor, artistic language and meaning across cultures, and within a diverse society.

1.2.a. Demonstrate understanding of art therapy and counseling theoretical foundations and interventions and administer the appropriate applications of art therapy and counseling assessments, including all populations such as couple, family, children, adolescents, teens, adults, older adults, and end-of-life care with thorough knowledge, respect for, and adherence to the educational and ethical principles, set forth by the American Art Therapy Association, the American Counseling Association, the Illinois State Counseling Board, and the Higher Learning Commission North Central Association.

1.2.b. Conduct independent intervention planning, including conceptualization and intervention plans specific to cases, integrating social context and diversity issues, utilizing and understanding the role of assessment in diagnostic impressions in the field of art therapy, counseling, and psychotherapy in relationship to connections to the personal creative process and artistic identity which includes knowledge and experience of the studio setting/private and group practice and maintenance, and respect for and storage of client artwork.

1.2.c. Develop working relationships and therapeutic rapport with clients, co-workers, and staff, including mastery of the following elements: establishing a safe environment; accessing community resources, obtaining background information; facilitating communications with diverse populations; forming relationships within new community and organizational concepts, assessing and managing self and others emotions using affective skills: an ability to tolerate and manage internal states, uncertainty and interpersonal conflict and to establish treatment goals and objectives to assess risk factors, and other evidence regarding concerns as well as strengths.

1.2.d. Demonstrate effective performance of a broad array of evidence-based intervention strategies that include art therapy directives/assessments and counseling assessments and utilize tools and techniques to support client development and decision-making and to appropriate to the needs of culturally diverse clients along with evidence of developmentally appropriate group and individual art therapy interventions and art-making experiences.

1.3.a. Understand the ethical principles in the American Counseling Association Code of Ethics and the Ethical Principles for Art Therapists from the American Art Therapy Association, and the ethical decision-making model based on these principles, and those upheld by the school and apply them to all aspects of work including identifying types of art therapy and counseling directives and assessments and tests appropriate applications of each and to determine validity reliability of such assessments while acknowledging cultural, developmentally, and legal considerations and principles.

1.3.b. Comply with state and federal laws, regulations and institutional and departmental standards pertaining to the practice of art therapy, counseling, and psychotherapy.

1.4.a. Engage in evaluation of treatment progress, own performance in the treatment role, consultation when needed, and use of feedback to guide subsequent interventions and practices with all populations, including specialized areas within specific populations in the spirit of the **Adler Mission of Pragmatism**: using outcome-oriented and evidence-based measures to pursue real-world solutions and measurable results.

1.5.a. Engage in the evaluation of assessment needs over time, consultation when needed, and the use of feedback to guide subsequent theoretical, treatment, and assessment decisions within art therapy, counseling, and psychotherapy.

Program Learning Objective 2: Integration of Science and Practice Outcome: Research, Evaluation, and Critical Thinking Competencies

PLO #2 Goal: To develop graduates who have mastered the scientific foundations of art therapy, counseling, and psychotherapy, apply this knowledge to their work, and who use research methods to understand human problems.

Objectives for PLO #2 Goal:

2.1. Acquire knowledge of art therapy, counseling, and psychotherapy as a scientific discipline that serves as the basis for professional practice.

2.2. Integrate, synthesize, and critique scientific knowledge and literature from multiple sources, taking into account and weighing the significance of multiple determinants of human behavior and designing and conducting a research study.

2.3. Apply scientific knowledge to design, conduct, interpret, and report research, methodology, and statistical concepts to the practice of art therapy, counseling, and psychotherapy.

Competencies for PLO #2 Goal:

2.1.a. Demonstrate mastery of the facts and principles central to art therapy, counseling, and psychotherapy, including the biological, social, developmental, cognitive-affective origins of behavior, and knowledge of historical and theoretical perspectives and integrate theory and research from multiple perspectives and to critically examine the claims of theories, models, and disciplines utilizing art-based research methodologies and experientials.

2.2.a. Critically evaluate and effectively communicate the research literature in terms of its clinical merit and contribution to professional practice using in-depth studies of various aspects of art therapy, counseling, and psychotherapy with an integration of knowledge and clinical skills while showing cognitive skills of appropriate problem-solving abilities, critical thinking skills, organized reasoning, intellectual curiosity, and flexibility and manifesting direct experience of the utility and psychological influence of a wide range of art materials and processes.

2.2.b. Identify and apply research methods to utilize quantitative, qualitative, mixed methods, and innovative methods of inquiry that are most likely to shed light on clinical questions posed while showing the ability to synthesize clinically based personal and professional growth.

2.2.c. Able to collect data, including client artwork, use appropriate analysis, including client feedback, to perform an accurate data interpretation and intervention, and engage, collaborate, and consult respectfully to develop holistic interventions and treatment plans for improved health and wellbeing across populations, including the ability to make adaptations of tools and materials for client with disabilities.

2.2.d. Integrate scientific literature, data analysis, and interpretation of findings into a coherent report/case conceptualization, taking into account social and cultural determinants utilizing evidence-based solutions and measurable results.

2.3.a. Demonstrate competent applications of scientific foundations and the use of art therapy, counseling, and psychotherapy for research, assessment, art therapy directives, and interventions in the spirit of the Adler Mission of Excellence: embracing the highest level of quality, rigor, and integrity for education, scholarship, performance, and outcomes.

2.3.b. Demonstrate competent application of scientific foundations in art therapy, counseling, and psychotherapy to case conceptualizations, treatment planning and evidence-based interventions and to be knowledgeable of art-based indicators of mental disorders/psychopathology in client artwork.

Program Learning Objective 3: Socially Responsible Practice and Institutional Outcomes: Individual, Ethical, Cultural Diversity and Social Responsibility Competencies

PLO #3 Goal: 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.

Objectives for PLO #3 Goal:

- 3.1. Integrate knowledge of cultural and social diversity theories and competency models, social sensitivity, and relevant skills regarding individual, ethical and cultural differences into all aspects of their work.
- 3.2. Develop knowledge of themselves as cultural beings in assessment, therapy sessions, treatment planning, evaluation, and all other professional activities.
- 3.3. Develop socially responsible, engaged, and embedded practitioners, sensitive and appreciative of individual and cultural diversity, as an active, genuine agent of positive change, helping to strengthen and revitalize the health of the community by providing counseling and art therapy services with an emphasis on working with underserved local and global communities, all in the spirit of the Adlerian founders of the school.

Competencies for PLO #3 Goal:

- 3.1.a. Demonstrate an understanding of identity development, empowerment, collaboration, advocacy and social justice within social and cultural contexts and personal attitudes: the desire to help and advocate for others, to be open to new ideas and to act with honesty and concern for ethics by adhering to the ethical principles in the American Counseling Association Code of Ethics and the Ethical Principles for Art Therapists from the American Art Therapy Association, and to manifest the following personal skills: a strong work ethic, motivation to learn, personal organization, punctuality, and appropriate self-presentation.
- 3.1.b. Demonstrate professional behavior in a culturally sensitive manner, as appropriate to the needs of the client, which improves client outcomes and avoids harm while identifying the impact of oppression, privilege, barriers, prejudices, intentional and unintentional oppression, and discrimination.
- 3.1.c. Demonstrate an ability to communicate effectively across cultures through experiential learning and art activities that explore and develop cultural and social awareness such as acculturative experiences, beliefs, and to prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- 3.2.a. Demonstrate an understanding and monitoring of their own cultural identity, including their own cultural assumptions and biases in relation to working with others using awareness and sensitivity to specific populations and problems.
- 3.2.b. Demonstrate an ongoing interest in learning about people different than themselves and a willingness and ability to seek out culturally specific knowledge - based on the tenets of art therapy, counseling, and psychotherapy to increase multicultural competencies and strategies for collaborating with and advocating for public service, social justice and wellness for diverse communities all in the spirit of the **Adler Mission of Pluralism**: respecting and celebrating human diversity and difference.
- 3.3.a. Demonstrate an understanding of putting the definition of a Socially Responsible Practitioner into practice by embracing a diversity of perspectives, working to build and maintain bridges across systems, supporting people to be empowered to identify and address shared problems, and foster the development of social equality, justice and respect through compassionate action throughout the global community.

3.3.b. Integrate the role of the socially responsible practitioner by embracing diversity through the understanding that social responsibility requires an appreciation for human diversity and different viewpoints, theories, disciplinary perspectives, and world views stemming from diversity. To understand pluralism, or the respect and celebration of human diversity and difference, and to respond with a commitment to justice with an appreciation for the contextual nature of human existence. This understanding of contextual and social context then forms the basis for an expanded vision of the role of practitioners to serve as agents of change at many levels.

Program Learning Objective 4: Practitioner-Scholar Outcome: Management and Supervision, Consultation, and Education Competencies

PLO #4 Goal: 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 in managing, facilitating, and maintaining an art therapy open studio/practice, and upon eligibility, managing and supervising others.

Objectives for PLO #4 Goal:

- 4.1. Understand the role of the art therapist, counselor, and psychotherapist in complex systems, including the discipline of art making, skills, knowledge of art materials and processes, and the general principles of management, supervision, consultation, and education.
- 4.2. Demonstrate knowledge of and skills in the application of management, supervision, consultation, and education methods within art therapy, counseling, and psychotherapy and are knowledgeable of how they differ from other roles.

Competencies for PLO #4 Goal:

- 4.1.a. Demonstrate knowledge of different art therapy and counseling methods and models of management, supervision, consultation and education within individual and group characteristics and differences as they relate to the nature of social responsibility in the development and advocacy efforts to create social change.
- 4.1.b. Demonstrate knowledge of methods of management, supervision, consultation, and education in health care and various community settings, model effective working relationships, and learn to network, cooperate, and collaborate across communities and disciplines while accepting feedback in an appropriate manner using self-awareness and art making while embodying the characteristics that uphold the tenets of professional identity.
- 4.2.a. Provide appropriate, ethical, and effective management (supervision to supervisees, if applicable) consultation, and education in addition to systems implications for policies and processes related to individual and group cohesion, performance, progress, and wellbeing, including special populations and the ethical, cultural considerations as well as any physical limitations when selecting art directives/experientials and the ability to adapt them accordingly.
- 4.2.b. Demonstrate effective use of knowledge in all aspects of work by using well-formulated art therapy and counseling strategies, collaborative approaches, and multiple perspectives, and to work and communicate with people who hold different worldviews, life experiences, beliefs, and values.

Program Learning Objective 5: Practitioner-Scholar Outcome: Adlerian Theory and Methods Competency

PLO #5 Goal: 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.

Objectives for PLO #5 Goal:

- 5.1. Understand the role of Individual Psychology within a social context in the practice of art therapy, counseling, and psychotherapy.
- 5.2. Integrate knowledge, attitudes, and relevant skills regarding the relationship between health, community, and the arts into all aspects of work.

5.3. Acquire knowledge of Adlerian theory/philosophy and develop Adlerian values that apply to clinical work, taking into consideration the social and cultural context and clinical applications.

Competencies for PLO #5 Goal:

5.1.a. Demonstrate knowledge of how larger societal systems impact mental health while applying Individual Psychology and the philosophical underpinnings of Adlerian Theory (encouragement, holism, teleology, phenomenology, psychology of use, social embeddedness, creativity), Adlerian Art Therapy and its relationship with other theories and practices.

5.1.b. Demonstrate understanding of their role as an art therapist, counselor, and psychotherapist within their clients' specific social and ecological contexts, including cultural identities, spiritual, systemic, within and outside the family nucleus, including physical, neurological, biological, and physiological components.

5.1.c. Demonstrate understanding of how social responsibility influences all aspects of work and how art therapy, counseling and the role art plays in social justice, advocacy, conflict resolution, and democracy play a vital part in the healing process while continuing to remain dedicated to and active in community engagement after the healing process has begun.

5.2.a. Integrate the role of social context in treatment, assessment, and evaluation and the effects of crises, trauma, disabilities, addictions, and methods of advancing wellness and actualization of potential for the capacity to cope, show creativity, social interest, a sense of purpose, belonging, and optimal growth while using one's own reactions effectively in assessment and to analyze and apply data to form coherent Adlerian case conceptualizations.

5.2.b. Integrate the role of social context in management, supervision, consultation, education, and collaboration with other disciplines by demonstrating the understanding and significance of social interest and the concepts of being a part of and invested in community, acting and collaborating with compassion and social responsibility in the spirit of the **Adler Mission of Courage**: to encourage leadership, innovation, and creativity, to act on principle and challenge the status quo.

5.3.a. Demonstrate knowledge of Adlerian Theory in relation to art therapy, counseling, and psychotherapy and to conceptualize cases within an Adlerian framework that reflects and embodies the philosophy and principles of Adlerian Psychology and the institutional mission that reflect the values of Social Interest, Pluralism, Courage, Excellence, and Pragmatism in addition to striving for significance (the law of movement), holism (the life tasks and bio-psycho-social-spiritual approaches), teleology (goal orientation), phenomenology (lifestyle convictions, private logic, biased apperception), social embeddedness (the need and wish to belong/creating community cohesion as an agent of positive change), the life tasks and creativity and to report, present, and teach these concepts using reflective skills that examine and consider personal motives, attitudes, behaviors, and their effect on others while demonstrating the ability to be open to and integrate feedback.

5.3.b. Demonstrate the ability to plan, implement, and consistently use Adlerian art therapy, counseling, and psychotherapy assessment and intervention methods in data collection and integrate social and cultural aspects in data collection to demonstrate and teach these skills that are in the spirit of the **Adler Mission of Social Interest**: to be a part of and invested in community, and act and collaborate with compassion and social responsibility.

5.3.c. Integrate current research with Adlerian Theory and explore creative areas to expand Adlerian practice and research to demonstrate the viability of Adlerian ideas through the practice of Adlerian art therapy, counseling, and psychotherapy using artistic approaches to engage individuals, groups, and families in gaining insight into art processes and images and incorporating this in parent and teacher education on an individual and systemic level advancing inclusion, Adlerian services through education, research, and community engagement.

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 GPA 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 12 semester credit hours in psychology with grades of C or better. These courses need to include general or introductory psychology, abnormal psychology, and life span development. All prerequisites should be completed by the end of a student's first semester at Adler University.
- Eighteen semester credit hours or 27 quarter credit hours 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.

Graduation Requirements

- Satisfactory completion of all required credit hours, including all required courses.
- Satisfactory completion of Social Justice Practicum I and II.
- Satisfactory completion of a minimum of 700 hours of counseling and art therapy practicum/internship, with 350 of those hours in direct client contact.
- A cumulative GPA of 3.0 or higher and no more than two grades, or six credit hours, of C.
- Successful completion of the Master of Arts Clinical Qualifying Examination.
- Successful second-year portfolio review.
- Submission of completed graduation application and full payment of all outstanding tuition and fees.
- Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling: Art Therapy.
- Professional practice and field training.

Professional Practice 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. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside the community as agents of social change. It serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities and is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be practitioners who make positive impact.

All students must complete the SJP before advancing to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; (2) attendance at a monthly, campus-based Civic and Community Action workshop; and (3) a formal SJP presentation at the Annual Social Justice 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 counseling and art therapy, including core counseling education and training that incorporates the theories and practices of Adlerian psychotherapy. The program requires 64 credit hours in coursework, including 700 hours of counseling and art therapy practicum that is completed over a nine- to 12-month period. Some students may not be able to complete their 700 supervised hours within the time frame and will need to continue their MACAT Practicum into the second session of

the summer term of their second year. They would then enroll in MACAT 610 - Internship Continued in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision III, 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 Clinical Practicum Handbook: Master of Arts in Counseling: Art Therapy.

Degree Requirements

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

MACAT 510 - Professional Development Seminar I

1

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' faculty 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.

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

MACAT 515 - Professional Development, Issues, And Ethics, in Art Therapy, Counseling And Psychotherapy

3

This course is designed to provide students with a solid foundation for the ethical practice of art therapy and of counseling. Students will learn codes of ethics of the American Art Therapy Association (including the Art Therapy Credentials Board) and the American Counseling Association. Students will learn to apply ethical and professional decision making skills to current issues in art therapy and counseling. An overview of concepts and theories of social justice as applied to decision-making in art therapy and in counseling will be presented. This course provides a foundation for the ethical practice of professional counseling. It introduces students to the history of the counseling profession as well as professional roles (practitioner, supervisor, educator, etc.) and its professional organizations. The American Counseling Association (ACA) Code of Ethics (and ethical standards of its divisions) will be examined and applied to a variety of ethical and legal situations using a variety of ethical decision-making models.

MACAT 517 - Community Psychology

3

Students learn theory and research on the role of community psychology in treating problems related to a range of pervasive social justice issues which impact on the health of individuals and communities. Community Psychology takes an ecological approach to 70 ADLER UNIVERSITY 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. In addition, art therapy and art making through an Adlerian lens in relation to community and social interest is explored.

MACAT 518 - Advanced Counseling Methods And Adlerian Psychology and Psychopathology

3

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.

MACAT 519 - Adlerian Theories and Integrative Interventions for Families, Parents, and Teachers

2

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.

Prerequisites: Student must complete MACAT-518 MAT-518 MAT-402 or PCO-402 prior to registering for this course.

MACAT 520 - Introduction to Addictive Disorders

3

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 historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

MACAT 521 - Lifestyle and Career Development

3

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.

MACAT 522 - Biopsychosocial Bases of Health and Dysfunction for Counselors

3

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.

MACAT 523 - Basic Skills for Psychotherapy and the Use of Art Therapy

3

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.

MACAT 524 - Research Methods in Art Therapy, Counseling, and Psychotherapy

3

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.

MACAT 525 - Historical and Theoretical Perspectives In Art Therapy, Counseling, & Psychotherapy

3

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.

MACAT 526 - Assessment and Appraisal in Art Therapy, Counseling, and Psychotherapy

3

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.

MACAT 527 - Use of Art Therapy in Group Psychotherapy and Psychopathology

3

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.

MACAT 650 - Lifespan Development in Art Therapy, Counseling, and Psychotherapy

3

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.

MACAT 651 - Socio-Cultural and Multi-Cultural Approaches in Art Therapy, Counseling, And Psychotherapy

3

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.

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

3

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 environmental 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.

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

3

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.

MACAT 654 - Neuroscience in Art Therapy, Counseling, And Psychotherapy: Special Populations

3

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.

MACAT 655 - Studio Art in Art Therapy, Counseling And Psychotherapy

3

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.

MACAT 656 - Special Populations: Adaptive Methods in Art Therapy, Counseling, and Psychotherapy

2

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.

MACAT 667 - Practicum Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision I

2

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 in relation to clients' characteristics in case conceptualization, and treatment planning. Practicum seminar also provides peer support and consultation.

Prerequisites: Student must complete MACAT-510 or MAT-510, MACAT-523 or MAT-523, MACAT-525 or MAT-

525, MACAT-526 or MAT-526, MACAT-527 or MAT-527, MACAT-518 or MAT-518 and MACAT-650 or MAT-650 prior to registering for this course.

MACAT 668 - Internship Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision II

2

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.

Prerequisites: Student must complete MACAT-667 or MAT-667 prior to registering for this course.

MACAT 669 - Internship Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision III

1

If students wish to earn extra practicum hours, or if they are not yet finished with their practicum experience, they may choose to register for PCO-610: Practicum Continued or MAT-679: Practicum in Art Therapy III. If no ATR is on site, they will need to register for MAT 669: Practicum Seminar in Art Therapy Continued. Along with the field experience, students receive supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. Using a peer consultation model, the practicum seminar provides discussion of professional issues, clinical art therapy practice, and onsite practicum supervision experiences. Class participants discuss specific clinical cases with attention to the principles of art therapy practice, counseling skills, assessment, and intervention. The focus is on the development of knowledge, skills, and values essential to competent and ethical art therapy and counseling practice. Students are further oriented to the principles of development, management, and evaluation of programs and service delivery formats with reference to public mental health policies, financing, and regulatory processes. In addition, students learn about models of supervision and consultation, and the operation and management of risk and emergency systems within clinical mental health agencies and in the community. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems, and 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 their mental health. In addition, ethical and professional issues that affect the practice of art therapists and mental health counselors are discussed. Practicum seminar also provides peer support and consultation, as well as professional development. Students demonstrate competencies that enable them to be clinically and culturally competent, ethical, and socially responsible entry-level practitioners. Art experientials enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to further develop and enhance their skills for employment in the field of art therapy and counseling.

Prerequisites: Student must complete MACAT-668 or MAT-668 prior to registering for this course.

MACAT 677 - Practicum in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision I

1

This clinical practicum in an approved agency or institution requires 700 hours onsite, with at least 350 hours in direct client contact.

Prerequisites: Student must complete MACAT-510 or MAT-510, MACAT-523 or MAT-523, MACAT-525 or MAT-525, MACAT-526 or MAT-526, MACAT-527 or MAT-527, MACAT-518 or MAT-518, and MACAT-650 or MAT-650 prior to registering for this course.

MACAT 678 - Practicum Art Therapy, Counseling and Psychotherapy:

1

This clinical practicum in an approved agency or institution requires 700 hours onsite, with at least 350 hours in direct client contact.

Prerequisites: Student must complete MACAT-677 or MAT-677 prior to registering for this course.

MACAT 679 - Internship in Art Therapy, Counseling, Practicum in Art Therapy, Counseling, Supervision III

1

Students should register for this course only after they have registered for and completed all clinical training degree-related requirements, but still have significant remaining hours to complete in order to satisfy licensure requirements in their desired state of licensure. Approval of Department Chair is required for registration. This semester-long clinical practicum is designed for those expecting to be at their practicum site completing hours for more than four weeks into the summer term.

Prerequisites: Student must complete MACAT-678 or MAT-678 prior to registering for this course.

MACAT 995 - Masters of Arts Clinical Qualifying Examination

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The Qualifying Examination consists of the presentation of a clinical case with an analysis of key interchanges within the session, a written case conceptualization from two different theories (one of which is an Adlerian Case Conceptualization), a treatment plan, a paper integrating research with the clinical case, a paper examining social issues pertinent to the clinical case, client artwork from sessions, and a list of references. Students meet with a faculty examiner to review the material pertinent to the case. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students who fail to pass on the first submission must submit a revised MAQE based on the required changes and modifications. This MAQE experience integrates and authenticates professional knowledge and skills appropriate to the art therapy, counseling and clinical mental health counseling settings, and initial postgraduate professional employment placement. The student discusses and presents the case to illustrate their ability in applying art therapy and counseling theories and techniques, assessment and diagnostic information, clients'

characteristics in case conceptualization and treatment planning. The MAQE consists of a written case conceptualization and treatment plan, integration of research with the clinical case, and an examination of social issues pertinent to the clinical case; (Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students demonstrate competencies which enable them to be a clinically and culturally competent, ethical, and socially responsible entry-level practitioners. The field training experience will provide students the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

Prerequisites: Student must complete MACAT-677 or MAT-677 prior to registering for this course.

MACAT 610 - Internship Continued in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision III

0

This course should only be taken after a student has registered for and completed all clinical training-related degree requirements, but still has remaining time in the practicum contract. Master's level students are most likely to enroll for this course in the summer term after enrolling for practicum in the fall and spring term.

Total Credit Hours Required: 66

* Required before beginning art therapy practicum.

If needed

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

Program Mission

The Master of Arts in Counseling: Clinical Mental Health Counseling program consists of:

- A comprehensive curriculum that incorporates both counseling foundations and experiential learning, as well as supervised clinical field experience totaling 62 credit hours.
- Students can complete the program either through the on-campus or the online modality.
- The CMHC on-campus modality may be completed in as little as two years as a full-time student or three to four years on a part-time (evening/weekend/online) basis.
- The CMHC online modality has three different course sequence plans. The program may be completed in as little as two years (as a full-time student), 2.5 years, and three years. The clinical field training experience includes a supervised practicum (a minimum of 100 hours) and internship (a minimum of 600 hours) over three, 15-week semesters.
- The Social Justice Practicum (SJP), a 200-hour non-clinical social responsibility immersion experience, was offer students the opportunity work with local nonprofits and organizations and gain hands-on experience in making a positive impact in their local communities. All Adler University students participate in the SJP courses.
- Passage of the CMHC Comprehensive Examination.

Emphasis Option

Students in both the online and on-campus CMHC modalities can elect an "Emphasis in Military/Veterans Behavioral Health." This Emphasis requires two courses taken in partnership with our Military Psychology program. The number

of credit hours for the CMHC and Emphasis Degree are the same, at 62 credit hours. See Degree Requirements section for further detail.

Program Learning Objectives

1. **Professional Orientation and Ethical Practice:** Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethical 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, couple, and family development in the practice of counseling with an emphasis on cultural diversity across the lifespan.
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 groups 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 the well-being of individuals, couples, groups, families, and a diverse society.
10. **Social Justice and 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.
11. **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.

Modalities

The CMHC program can be completed in one of two modalities: on-campus or online.

On-Campus Modality

In the on-campus modality, most classes are offered in a traditional classroom format with weekly on-campus meetings. However, to meet the needs of students with different life demands, several classes may also be offered in weekend, evening, online, or blended (partially online) formats. This modality is intended for students living in the region who intend on conducting in-person learning.

Online Modality

The online modality is designed for students who want to complete the program in a distance-learning format. Students do not need to live in the region to participate in this modality. Students are required to participate in two campus residency experiences, which require travel to campus. Each residency experience is over the course of four days and typically occurs once in the first year and once in the second year of the program. All courses and content will be delivered online through Adler University's learning management system (CANVAS) in a 7-week or 15-week cycle.

We aim to build a supportive learning community for students from diverse geographic regions and backgrounds. The CMHC online modality utilizes multimedia and contemporary technology to facilitate student learning. Courses include asynchronous learning with weekly assignments and some synchronized learning, which provides options for students to attend virtual meetings at a predetermined time. The frequency of synchronous meetings varies based on course type and term length but typically occur once every 2-3 weeks in each class and meetings last about 1-1.5 hours. In addition to online engagement, below are the four courses that require participating in a residency experience with face-to-face interaction and experiential learning during the first and second years.

These courses include:

- COUN 534 - Counseling Skills (first residency)
- COUN 536 - Multicultural and Social Justice Counseling (first residency)
- COUN 540 - Group Counseling (second residency)
- CMHC 617 - Treatment Planning and Intervention (second residency)

Licensure

The program curriculum is designed to meet the current Illinois Licensed Professional Counselor (LPC) credential requirement. With additional post-master's supervised experience, graduates may apply for the Licensed Clinical Professional Counselor (LCPC) credential in Illinois.

CMHC students are eligible to take the National Counselor Examination (NCE) on campus during the last semester of the program before graduation as a part of the application process to earn the National Certified Counselor (NCC) credential. Upon degree completion, students can submit their NCE scores to the Illinois State Board toward the fulfillment of state Licensed Professional Counselor requirements. Graduates can apply for an advanced license, The Licensed Clinical Professional Counselor (LCPC) credential in Illinois, upon completing all necessary postgraduate training and supervised experiences.

Many states accept CACREP-accredited programs as preliminary education requirements for entry-level counselor licensure. Thus, graduates of both on-campus and online modalities are eligible to apply for licensure in these states.

Students are advised that licensure criteria change frequently and that some states may require courses and/or training beyond those currently required by the program. It is the responsibility of the students to find out the licensure requirements of the state where they want to reside and practice. Students need to work with their advisor to adjust their curriculum according to specific state 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 GPA 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.

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 and II (on-campus/ground modality) or Social Justice Practicum I, II, III, and IV (online modality).
4. A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C.
5. Passage of the CMHC Comprehensive Examination.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.

7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling.

Professional Practice and Clinical Field Training

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective to the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of SJP online modules or seminars.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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 a student's training 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 within students' chosen community. Practicum is the first phase of clinical field training in mental health settings as a counselor trainee. In this phase, students are to complete at least 100 hours of fieldwork, consisting of 40 hours of direct client service contact, which must include individual and group counseling experiences. An 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, intake, assessment, and individual and group counseling, assessment. Students must lead or co-lead a counseling or psychoeducational group, for a minimum of 5-10 hours either during their practicum or internship experience.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines practicum as a supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge (practicum is completed prior to internship). Internship is also a supervised clinical experience in which the student redefines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills appropriate to their program and initial postgraduate professional placement.

For both online and on-campus modalities, the directors of 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 our clinical training site at: https://publicdocs.adler.edu/lms/cmhc_internship/#/

You may also obtain the document from your faculty adviser, clinical training director, or program director.

CMHC Comprehensive Examination

The CMHC Comprehensive Examination evaluates eight core areas that represent the foundational knowledge required by all entry-level counselor education graduates. They are aligned to the CACREP standards: professional counseling orientation and ethical practice; social and cultural diversity; human growth and development; career development, counseling and helping relationships; group counseling and group work; assessment and testing; and research and program evaluation. Students typically take this exam while enrolled in an internship. All students are required to achieve a passing score on this exam to graduate. Note that this exam is not the same as a state licensure exam. Different states may require different licensure examinations, and students need to be familiar with the state's licensure requirements (academic work, training, etc.) and whether they want to be licensed.

Degree Requirements

Core Courses (CMHC)

Courses denoted with an asterisk (*) are practicum prerequisites students must complete before starting their counseling practicum (CMHC 600). 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 "#" require residency week attendance on campus for Online Modality.

COUN 518 - Adlerian Theory and Counseling

3

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.

CMHC 538 - Professional Functions of Clinical Mental Health Counselors

3

This course orients students to the roles and functions of clinical mental health counselors. Topics include the nature and history of the field of clinical mental health counseling, the function of care coordination across different service delivery formats, as well as the policies and regulations that impact counselors. Administrative roles of clinical mental health counselors will also be covered. This includes the nature of program development and management as it pertains to finance and regulatory processes. In addition, students will learn about various models of supervision and consultation, as well as risk and emergency systems management within both clinical mental health and community settings.

COUN 532 - Professional, Legal, and Ethical Issues

3

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

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 postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

COUN 534 - Counseling Skills

3

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, hereand-now processing, self-disclosure, and stages of change.

COUN 535 - Diagnosis Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

CMHC 617 - Treatment Planning and Intervention

3

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.

Prerequisites: Student must have completed COUN-534 or MAC-472 or PCO-472 prior to registering for this course.

COUN 618 - Couples and Family Counseling

3

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.

Prerequisites: Students must complete MAC-472 or PCO-472 or COUN-534 prior to registering for this course.

COUN 622 - Human Growth & Development

3

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

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

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 and 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

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 of assessment instruments (online, etc.) 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.

Prerequisites: Student must complete MAC-472, PCO-472, or COUN-534 prior to registering for this course.

COUN 630 - Addiction Counseling

3

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 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.

CMHC 615 - Crisis Intervention and Trauma Counseling

3

This course will introduce students to crisis intervention models and associated responses to clients' mental health needs during crises, disasters, and other trauma-causing events. Strategies and procedures for assessing risk, including suicide, aggression, and self-harm will also be covered. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems. An emphasis is given to 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, including the cumulative effects of Adverse Childhood Experiences (ACEs). The principles of grief and bereavement processes, including cultural differences will also be addressed.

Electives (3 credit hours)

Students in the non-emphasis option are required to take one three-hour elective. If enrolled in the CMHC and Emphasis, one of the Military Psychology courses below will be in place of an elective. Students can take electives offered by the CMHC program as listed below or choose a course from the Counseling and Integrated Programs Department Elective Menu. Please note that not all the electives are offered at the same time; their availability depends on the offering cycle. Canadian students are advised to take the thesis series as an elective should they plan to pursue doctoral studies in Canada. Students can take courses offered by other departments with the approval of the respective department chair and their faculty adviser's approval.

Core Courses: CMHC + Emphasis in Military/Veterans Behavioral Health (MVBH)

Courses denoted with an asterisk (*) are practicum prerequisites students must complete before starting their counseling practicum (CMHC 600). 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 "#" require residency week attendance on campus for Online Modality.

COUN 518 - Adlerian Theory and Counseling

3

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.

CMHC 538 - Professional Functions of Clinical Mental Health Counselors

3

This course orients students to the roles and functions of clinical mental health counselors. Topics include the nature and history of the field of clinical mental health counseling, the function of care coordination across different service delivery formats, as well as the policies and regulations that impact counselors. Administrative roles of clinical mental health counselors will also be covered. This includes the nature of program development and management as it pertains to finance and regulatory processes. In addition, students will learn about various models of supervision and consultation, as well as risk and emergency systems management within both clinical mental health and community settings.

COUN 532 - Professional, Legal, and Ethical Issues

3

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

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 postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

COUN 534 - Counseling Skills

3

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, hereand-now processing, self-disclosure, and stages of change.

COUN 535 - Diagnosis Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

CMHC 617 - Treatment Planning and Intervention

3

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.

Prerequisites: Student must have completed COUN-534 or MAC-472 or PCO-472 prior to registering for this course.

COUN 618 - Couples and Family Counseling

3

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.

Prerequisites: Students must complete MAC-472 or PCO-472 or COUN-534 prior to registering for this course.

COUN 622 - Human Growth & Development

3

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

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

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 and 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

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 of assessment instruments (online, etc.) 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.

Prerequisites: Student must complete MAC-472, PCO-472, or COUN-534 prior to registering for this course.

COUN 630 - Addiction Counseling

3

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 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.

Course Menu: Emphasis in Military/Veterans Behavioral Health

Students must pick two of these courses (or six credits) to fulfill the Emphasis track. All courses below are in online/asynchronous format only.

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

3

This course examines the biological, psychological, social, and spiritual impact of being in combat or experiencing a conflict. It focuses on the range of psychological distress military personnel may experience as the result of active combat, being wounded permanently disabled in battle, exposure to weapons of mass destruction, and being a prisoner-of-war. Students will develop an understanding of how to distinguish between normal and mal-adaptive reactions to the range of stressful events inherent in active duty and become familiar with various strategies for the prevention, management, and treatment of those persons exposed to these stressors. The current evidence supported research on the

screening, assessment, and treatment of persons with acute and long term combat-related post-traumatic stress disorders along with its impact on the family and community is also reviewed for familiarity as it relates to the wellbeing of military personnel and their families.

Students can pick one of the following to fulfill the second course for the Emphasis.

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 508 - Culture & Diversity Military

3

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

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

Elective Options

Refer to the Program of Study or the Counseling and Integrated Program Elective Menu advisement sheet.

Note: Students must choose the thesis option before the end of the first semester in their first year. Students will need to work with their faculty advisor during their first-year second term with the expectation that the series will be started in the third term 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.

Thesis Series

COUN 550 - Preparation for Applied Thesis

1

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

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.

Prerequisites: Student must complete COUN-550 prior to registering for this course.

COUN 552 - M.A. Thesis II

1

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.

Prerequisites: Student must complete COUN-551 prior to registering for this course.

Field Training and Seminars

Social Justice Practicum: On-ground Modality

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social

justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

Social Justice Practicum: Online Modality

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements

include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that

begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Clinical Training Requirements

CMHC 600 - CMHC Practicum and Seminar

3

CHMC 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-601).

Prerequisites: Student must complete SJP-513 SJP-514 or SJP-515 SJP-516 SJP-517 SJP-518 and COUN-532 COUN-533 COUN-534 COUN-535 COUN-536 COUN-540 CMHC-538 CMHC-617 prior to registering for CMHC-600.

CMHC 601 - CMHC Internship and Seminar I

3

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.

Prerequisites: Student must complete CMHC-600 prior to registering for CMHC-601.

CMHC 602 - CMHC Internship and Seminar II

3

This is a continuation of students' internship experience with the goal to complete the 600-hour 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.

Prerequisites: Student must complete CMHC-601 prior to registering for CMHC-602.

If students are unable to accrue the 600 required hours of internship upon completion of CMHC-602, then students will have to register for CMHC-699: CMHC Internship and Seminar II Continuation.

CMHC Comprehensive Examination

CMHC 995 - CMHC Comprehensive Exam

0

The CMHC Comprehensive Examination evaluates general knowledge as a professional counselor. Included in this exam is an assessment of the student's understanding of theoretical knowledge across a range of core subject areas found in the student's curriculum.

Total Credit Hours Required: 62

Couple and Family Therapy, (M.A.)

Program Overview

The Master of Arts in Couple and Family Therapy (MCFT) is accredited by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE). It is a clinical program through which students acquire therapy skills emphasizing the enrichment and treatment of couples/relationships, families, and individuals. When working with couples/relationships, 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 couple and family therapy models.

Graduates of the program have the core professional identity as a couple and family therapist (CFT) qualified for professional membership with 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, relationships, families, and individuals (children, adolescents, teenagers, adults, and geriatric populations) in a wide variety of clinical settings such as, but not limited to, community mental health centers and agencies, group and private practices, hospitals, schools, substance abuse treatment programs, correctional facilities, and residential treatment programs; their training is not limited to serving only couples/relationships and families.

The curriculum and supervised training are intended to help students who complete the degree meet the educational requirements for licensure as a Marriage and Family Therapist (LMFT) in Illinois. Licensure requirements can vary from state to state in terms of 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. COAMFTE accreditation improves portability across states as the curriculum and training meets the highest standards and rigor in the field.

MCFT students may also add the Certificate in Sex Therapy to their program of study by either stacking the certificate onto their degree, allowing them to still take some of the department's elective courses or utilizing certificate courses to meet the electives requirement in the degree.

The Master of Arts in Couple and Family Therapy program is dedicated to training quality couple and family therapists who are firmly grounded in systemic theories and who are socially responsible and sensitive to diversity and social justice issues, with a clear professional identity as couple and family therapists. This mission is achieved through a commitment to our Program Goals and Student Learning Outcomes.

Program Goals

1. To develop a clear professional identity as an ethical couple and family therapist.
2. To train students to develop a systemic worldview in their work as a couple and family therapist.
3. To graduate socially responsible professional couple and family therapists sensitive to social justice and diversity.

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 for systemic clinical practice.
3. To demonstrate cultural competency in practicing couple and family therapy with diverse populations.
4. To display proficiency in clinical skills and treatment approaches in the practice of couple and family therapy.
5. To demonstrate knowledge of Adlerian principles that can complement systemic work with couples, families, and individuals.
6. To locate, evaluate, and apply Couple and Family Therapy research to clinical work.
7. To describe, understand, and identify dynamics of power, privilege, and marginalization.
8. To establish a clear professional identity as an entry-level couple and family therapist.

Program-Specific Admission Requirements

In addition to admission requirements common to all the Adler University graduate clinical programs, the CFT core faculty will review undergraduate transcripts (and graduate transcripts, if applicable), letters of recommendation, and a statement of interest. It is recommended that applicant's statement describes why they are choosing the field of couple and family therapy, as well as addressing any deficits where students do not meet the stated admissions requirements. 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 GPA 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.
- Commitment to the profession of couple and family therapy as demonstrated in their application essay.
- Letters of recommendation from writers who hold an advanced degree.

CFT Professional Development - Self of the Therapist

The mission of the MCFT program is to train quality couple and family therapists firmly grounded in systemic theories who are culturally competent and socially responsible. To bring the curriculum, social justice lens, and clinical practicum experience together, the CFT program attends to self-of-the-therapist growth and development throughout the curriculum and specifically in the following course sequence:

Orientation -> 510 -> 660 -> 514 -> 600 -> Practicum Seminars -> 512 -> Capstone Project

Because of this sequence, students cannot transfer in any of these courses but may use a transferred graduate-level equivalent course to meet the program's elective requirement following the university's transfer policies.

Social Justice Practicum

The Social Justice Practicum (SJP) is a non-clinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

- The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.
- The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective to the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

MCFT Clinical Practicum

The clinical practicum is a vital part of training at Adler University. Providing therapy for couples/relationships, families, individuals, and groups while under close supervision is the primary path that transforms Couple and Family Therapy (CFT) students into entry-level therapists. Students in good standing (academic and comportment) and with a grade of "B" or better in all practicum prerequisite courses begin clinical practicum in the program's second year. Students required to postpone clinical practicum as decided by the CFT Student Development Committee (SDC) or who do not earn a B or better in these courses must retake them, postponing the start of practicum and extending the overall length of the program.

Over the course of the practicum, weekly clinical supervision is provided at the practicum placement by the site supervisor and also by an AAMFT Approved Supervisor or Supervisor Candidate through the practicum seminar on campus. Site supervisors are licensed mental health professionals who meet the supervision requirements set by the state of Illinois. Additionally, they have the necessary experience and expertise with the site's clientele.

Practicum seminar supervisors are AAMFT Approved Supervisors or Supervisor Candidates and have experience and expertise in both providing systemic therapy and supervising from a systemic perspective. This combination of supervision ensures that student therapists provide quality care to clients and facilitates their growth and identity development as CFTs.

The clinical practicum for full-time students occurs in the second year (Fall term) of the program. Students approved to begin their clinical practicum spend approximately 20 hours per week, for a minimum of 12 months, at an approved practicum site. The practicum is composed of a required 350 hours of direct client contact with couples, families, individuals, and groups, including a minimum of 140 relational or conjoint hours. Additionally, a minimum of 100 hours of supervision, including hours with an AAMFT-approved supervisor or supervisor candidate, must be

completed. Up to 100 hours of supervision can also be used toward LMFT licensure requirements in the state of Illinois.

Students must maintain continuous enrollment in practicum until they have completed all practicum requirements. If students do not meet all the clinical requirements by the end of their 12 months and nine credits of practicum, they will enroll in continuation practicum seminars (MCFT-607) in 8-week increments increasing the overall credits and cost for the degree and extending the length of time to completion.

The clinical training director of the CFT program will collaborate with students to identify the clinical experiences that meet the needs of the CFT profession and the goals of the student. Additional resources regarding clinical practicum are available in the *CFT Clinical Training Manual*.

Capstone Project

The Capstone Project required of all MCFT students consists of two parts - the Master of Arts Qualifying Exam (MAQE) and the Professional Portfolio. The Capstone Project is used as part of the evaluation of students' competencies across the program's eight Student Learning Outcomes and is completed within MCFT-512 in the student's final summer of the program. Students who must continue in additional semesters to complete their clinical practicum requirements will receive an incomplete in MCFT-512. They will be able to take the MAQE and submit their Professional Portfolio in the semester concurrent with their final practicum seminar resolving the incomplete. Students only receive credit (CR) for the course once they have successfully completed and passed all parts of the Capstone project.

Graduation Requirements

1. Successful completion of the foundational curricular areas as specified in the curriculum requirements.
2. Successful completion of the foundational practice component.
3. Successful completion of the Capstone project, including the Master of Arts Qualifying Examination (MAQE) and Professional Portfolio.
4. Successful completion of Social Justice Practicum I and II.
5. A cumulative GPA of 3.0 or higher and no more than two grades of B- or lower (not including courses that must be retaken for clinical practicum readiness).
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.

Degree Requirements

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.

MCFT students are required to complete three elective credits. Students also completing the Certificate in Sex Therapy will be required to complete six credits of electives as they will not take the sex therapy course for non-certificate students (MCFT-653). The certificate courses can be used to meet the elective requirement.

The M.A. in Couple and Family Therapy course list is organized by Foundational Curricular Areas (FCA) as defined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) Standards Version 12.5. Successful completion of the following courses is required for this degree:

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models

9 area credits/9 program credits

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

3

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 662 - Modern Approaches to Couple and Family Therapy

4

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 cognitivebehavioral 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 650 - Post-Modern Approaches to Couple and Family Therapy

2

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.

FCA 2: Clinical Treatment with Individuals, Couples, and Families

9 area credits/18 program credits

MCFT 572 - Basic Skills of Therapy for CFTs

3

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 670 - Family Therapy with Children and Adolescents

3

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 655 - Therapy with Intimate Relationships: Theory and Techniques

3

This is an intermediate course focusing on therapy with mate relationships and must be taken concurrently with practicum. Systemic processes pertaining to intimate relationship 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 assessment, intervention, and treatment in therapy with intimate relationships will be addressed (e.g., infidelity, trauma, and desire discrepancy).

FCA 3: Diverse, Multicultural, and/or Underserved Communities

3 area credits/21 program credits

MCFT 660 - Culture and Diversity in Couple and Family Therapy

3

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 status, 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.

FCA 4: Research & Evaluation

3 area credits/24 program credits

MCFT 597 - Research Methods

3

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.

FCA 5: Professional Identity, Law, Ethics, & Social Responsibility

7 area credits/31 program credits

MCFT 505 - Systemic Ethics

3

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 and 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 510 - CFT Professional Development Seminar A: POT

1

CFT Professional Development Seminars (A and B) are a series of two one-credit courses that focus on the student's professional development as a graduate student in the COAMFTE-accredited MCFT program and an entry-level systemic therapist. Students will meet in small seminar groups with their assigned faculty advisor across fall and spring. Information about the department, the program, and an understanding and application of Person-of-the-Therapist (POTT) are learning objectives for MCFT-510 while in MCFT-514, students will build on this information from their learning in the fall with a focus on group process and applying for clinical practicum.

MCFT 512 - CFT Professional Identity Seminar and Capstone Project

1

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 as part of their capstone project including the development of a resume or curriculum vitae (CV), as well as a focus on licensure paperwork. Students will also take the Master's Qualifying Examination (MAQE), also part of their capstone project, which 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 514 - CFT Professional Development Seminar B: Pre-Practicum

1

CFT Professional Development Seminars (A and B) are a series of two one-credit courses that focus on the student's professional development as a graduate student in the COAMFTE-accredited MCFT program and an entry-level systemic therapist. Students will meet in small seminar groups with their assigned faculty advisor across fall and spring. Information about the department, the program, and an understanding and application of Person-of-the-Therapist (POTT) are learning objectives for MCFT-510 while in MCFT-514, students will build on this information from their learning in the fall with a focus on group process and applying for clinical practicum.

MCFT 600 - CFT Professional Identity and Practicum Seminar

1

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 upon 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. Students receive an introduction to seminar including team observation of clinical work.

Prerequisites: Student must complete MCFT-510 prior to registering for this course.

FCA 6: Biopsychosocial Health & Development across the Life Span

3 area credits/34 program credits

MCFT 654 - Family Development Across the Life Span Cycle

3

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.

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis & Treatment

3 area credits/37 program credits

MCFT 647 - Biopsychosocial Bases of Health and Dysfunction for CFTs

3

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

FCA8: Contemporary Issues

7 area credits/44 program credits

MCFT 526 - Trauma-Informed Systemic Therapy

2

This course will focus on development of systemic skills regarding trauma in the client system. Exploration of individual, collective, shared, and historical trauma will be covered as well as complex trauma. Self of the therapist dynamics will be considered as well as the identification and support for burnout and compassion fatigue.

MCFT 538 - Addictions and Family Systems

2

This course is designed to provide an introduction to alcoholism, substance abuse, and other addictive disorders and an understanding of the impact of addiction (and recovery) on couples and families. Included is an overview of the information needed to assess, along with the treatment models of addictive disorders, and the tools to be able to recognize the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and the mentally ill substance abuser (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems. Other addictions, for example, hoarding, shopping, gambling, eating, sex, and pornography, will also be reviewed.

MCFT 653 - The Clinical Practice of Sex Therapy

3

This course will explore the basic theories and methods of sex-related psychotherapy and sex therapy assessment, including how to identify psychosexual disorders as it relates to the current edition of the DSM V. Students can anticipate learning clinical interventions to utilize in psychotherapy addressing presentations of psychosexual disorders as well as sex and intimacy concerns. Students will also gain competency in ethical decision-making and best practice in sex therapy, identifying when to seek consultation, collaborate with colleagues and make appropriate referrals.

FCA9: Community Intersections & Collaboration

4 area credits/48 program credits

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that

continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

MCFT 533 - Fundamentals of Adlerian Theory and Interventions and Family Guidance

2

This course provides the couple and family therapy student with an overview of the core concepts of Adler's Individual Psychology as complementing systemic work with couples, families, and individuals. Building on this foundation, the course provides an opportunity to develop child family guidance and parenting skills education skills based on Adlerian principles and traditions. Through lecture, class discussions, observations, and participatory demonstrations, students will begin learning how to apply Adlerian principles to working with family systems, within individual families, in schools and organizations, and in a greater social context.

FCA10: Preparation for Teletherapy Practice

This area is met through coverage of teletherapy in MCFT-505, MCFT-572, MCFT-514, and MCFT-600.

Foundational Practice Component **

9 area credits/57 program credits

MCFT 603 - CFT Practicum and Practicum Seminar I

4

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 video 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. Students will present their own genogram in MCFT-603 and a Theoretical Case (video) Demonstration and Presentation in MCFT-605. Students must continue to enroll in practicum seminar (MCFT-603, MCFT-604, MCFT-605, and MCFT-606) as necessary until the required hours are completed. Students must also attend practicum seminar and receive supervision in every week of their twelve-month practicum they are providing clinical services to

clients, including during breaks from instruction throughout the full twelve months. MCFT-603 will meet weekly throughout the fall semester with their assigned supervisor.

MCFT 604 - CFT Practicum and Practicum Seminar II

3

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 video 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. Students will present their own genogram in MCFT-603 and a Theoretical Case (video) Demonstration and Presentation in MCFT-605. Students must continue to enroll in practicum seminar (MCFT-603, MCFT-604, MCFT-605, and MCFT-606) as necessary until the required hours are completed. Students must also attend practicum seminar and receive supervision in every week of their twelve-month practicum they are providing clinical services to clients, including during breaks from instruction throughout the full twelve months. MCFT-604 will meet weekly throughout the spring semester with their assigned supervisor.

Prerequisites: Student must complete MCFT-603 prior to registering for this course.

MCFT 605 - CFT Practicum and Practicum Seminar III

1

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 video 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. Students will present their own genogram in MCFT-603 and a Theoretical Case (video) Demonstration and Presentation in MCFT-605. Students must continue to enroll in practicum seminar (MCFT-603, MCFT-604, MCFT-605, and MCFT-606) as necessary until the required hours are completed. Students must also attend practicum seminar and receive supervision in every week of their twelve-month practicum they are providing clinical services to clients, including during breaks from instruction throughout the full twelve months. MCFT-605 will meet weekly throughout summer I with their assigned supervisor and students will also register for MCFT-606 in summer II and select their supervisor.

Prerequisites: Student must complete MCFT-604 prior to registering for this course.

MCFT 606 - CFT Practicum and Practicum Seminar Continuation

1

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 video 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. Students will present their own genogram in MCFT-603 and a Theoretical Case (video) Demonstration and Presentation in MCFT-605. Students must continue to enroll in practicum seminar (MCFT-603, MCFT-604, MCFT-605, and MCFT-606) as necessary until the required hours are completed. Students must also attend practicum

seminar and receive supervision in every week of their twelve-month practicum they are providing clinical services to clients, including during breaks from instruction throughout the full twelve months. MCFT-606 will meet weekly throughout summer II and students can select their supervisor.

Prerequisites: Student must complete MCFT-602 or MCFT-605 prior to registering for this course.

(If students do not meet all the clinical requirements by the end of their 12 months and nine credits of practicum, they will enroll in continuation practicum seminars (MCFT-607) in 8-week increments increasing the overall credits and cost for the degree and extending the length of time to completion).

Elective Courses

Students must complete three credits of elective coursework selected from the list below; course descriptions are available in the Doctor of Philosophy in Couple and Family Therapy section of this Academic Catalog.

Three area credits/60 program credits:

CFTD 681 - CFT Special Topic 1

1

This one-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 682 - CFT Special Topic 2

2

This two-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 683 - CFT Special Topic 3

3

This three-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 711 - Couples and Families in Crisis: Forensic Work From a Systemic Perspective

1

This one credit elective course offers insight into working with couples and families in unique crisis situations and special populations. Topics include: working with victims of intimate partner violence and when children are witnesses;

persons who use violence against their partners; children with trauma reactions related to having witnessed violence; childhood sexual abuse and incest survivors; undocumented immigrants; survivors of natural disasters; first responders; and foster families.

CFTD 728 - Divorce Mediation and Conflict Resolution with Couples

3

This course is about understanding conflict, resolution, and divorce mediation from a relational lens and through a systemic 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.

CFTD 732 - Integration of Religion and Spirituality in CFT

3

This course examines the integration of religion and spirituality into couple and family therapy. Students will critically examine the literature on spirituality and religion, explore diverse spiritual and/or religious paths, and discuss the potential benefit/harm of spiritual and/or religious beliefs. Students will develop skills to integrate spirituality into treatment. Throughout the course, students will explore self-of-the-therapist issues and the impact of culture, power, and privilege on clients and their experiences.

CFTD 735 - Working Systemically With Sexual and Gender Minority Populations

3

The goal of this course is for students to feel more confident working with sexual and gender minority populations in the therapy room. This goal will be achieved by utilizing a systemic lens while learning about these clients and creating interventions to exercise in your clinical practice. Though sexual and gender minority populations are commonly known under the LGBTQ+ umbrella, this course will provide a respectful prominence and balance that 1) the experiences of gender minorities and sexual minorities are very different experiences and 2) represent the umbrella in the significant and powerful way. The course will provide opportunities to learn through lectures, readings, role plays, and demonstrations of foundational aspects of the therapeutic process to practice the therapeutic skill set.

CFTD 736 - Medical Family Therapy

3

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 and the impact of dimensions of culture, power, and privilege will be emphasized throughout the course. Also, issues of collaboration between marriage and family therapists and other healthcare professionals will be discussed.

CFTD 738 - Gerontology Issues in Family Therapy

3

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.

CFTD 789 - Creative Intervention with Couples and Families

1

This one credit 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 Sculpt, and Music Therapy. This is a hands-on experiential class.

CFTD 802 - hooks & Hardy

2

This course is designed to explore the scholarly works of bell hooks and Ken Hardy. Multiple writings of bell hooks and Ken Hardy provide frameworks to increase critical thinking in examining complex layers of cultural forces that impact lived experience and propose paradigms for impacting systemic change. Students will participate in critical reflection and sustained dialogue about hooks and Hardy's concepts as well as engage in assignments that apply concepts to their own work. In addition, students will explore how the works of hooks and Hardy can increase the capacity to advance Adler University's mission of social justice and social responsibility.

CFTD 804 - Adult Attachment Theory

2

This course will provide students with an overview of conceptual and empirical issues in adult attachment theory and its theoretical application in working with couples. Through the use of vignettes, role-plays, and educational videos, students will be helped to conceptualize dyadic stress with an attachment focus to work with couples to recreate healthier bonds. Application of adult attachment models with specific populations will be reviewed. Self-of-the-therapist aspects that may arise in applying adult attachment models will be addressed.

CFTD 805 - Divorce

1

The purpose of this seminar is to examine specific issues for families who are experiencing divorce. Topics include the culture of divorce, the impact of divorce, the aftermath of divorce for men, women, and children, and remarriage and blended families. Students are encouraged to examine their current beliefs about divorce in regard to the classroom material presented and are encouraged to see, experience, and understand the world from different perspectives. Students will participate in activities to promote self- and other-awareness.

CFTD 807 - Infidelity

1

Infidelity is a common presenting problem in couple, family, and individual therapy with presentation ranging from the aftermath for couples and families to individuals deciding between their partner and their affair. This seminar will define infidelity understanding the critical issues and look at the treatment of infidelity in couples, families, and individuals as well as reflect on the impact of treating infidelity on clinicians.

CFTD 811 - Pop-Culture and Couple and Family Therapy

1

Popular culture is often absorbed without thinking critically about its content or consequences. This is remarkable given the enormous impact it has on our lives, our identities and our consciousness. We often do not stop to think or question the underlying assumptions of popular culture, nor do we think about for what or whom such assumptions or content may support. Questions of power and ideology are deeply interwoven in popular culture despite their seeming absence. Additionally, popular culture has an incredible impact on how we view ourselves as individuals and in relation to others. This course will focus on the reciprocal relationship between being influenced and influencing popular culture and our responsibility as socially just couple and family therapists.

CFTD 815 - Consensus Rorschach

1

The Consensus Rorschach (CR) is a projective technique for the assessment of couples that has been used to elicit and analyze communication styles, power and control dynamics, emotional processes, and interpersonal stress dynamics. This seminar will provide the history of the technique, training in the administration and interpretation of the protocol, and cutting edge research on the use of the Consensus Rorschach with couples.

CFTD 821 - Private Practice

1

This one-credit course introduces students to the insides of life in private practice. Whether it be a group practice, co-op practice, or solo business, working in private practice offers unique opportunities and challenges. Students will learn the four areas of being successful in private practice as well as the logistical, administrative, ethical and business aspects that go into starting a private practice.

CFTD 823 - Building a Psychoeducation Program

1

Psychoeducation is an evidence-based practice (EBP) that can give information and support to families with a member with a diagnosis of mental and/or physical illness, and they also provide opportunities to build your clinical practice and reach clients who may be reluctant to attend therapy. This seminar will walk you through the steps of developing a psychoeducational program on the topic of your choice - developing the content, choosing the delivery mode, and integrating methods for evaluation.

CFTD 825 - Working with Families with a Child with Special Needs

1

This seminar will focus on meeting the needs and working with families with a child with special needs. Learning objectives include a focus on the impact of a child with special needs on the family including parenting issues, the couple relationship, and on siblings. Additionally, the process that a child with special needs goes through in determining the need to receive special education including a discussion on the differences of accommodations versus modifications.

CFTD 827 - How to Publish a Book in the Field of Mental Health

1

One important aspect of a career in the field of mental health is writing and publishing. Whether it be a research paper, essay, book, or blog, putting our insights into written word can be a crucial component of being a clinician. This seminar will introduce students to the process of publishing a book in the field of mental health. Participants will learn how to navigate the world of publishing, find a publisher and agent, and how to pitch your work to commercial and academic publishers. A particular focus will be paid to developing and crafting the contents of student book ideas, as well as learning the nuts and bolts of getting a book published.

CFTD 831 - Becoming a Kink-Aware Professional: An Exploration of Kink and BDSM

1

This course will explore Kink and BDSM practices in sexuality within a systemic framework. Students will be expected to engage in intrapersonal work exploring their own attitudes and biases about Kink and BDSM practices and analyze how countertransference may impact their clinical work. Through didactic learning, students will become familiar with specific vocabulary and communication strategies that are utilized during BDSM scenes and Kinky play to foster consent. Students will increase their awareness of clinical assessment strategies to determine when situations promote safety versus abuse; students will learn appropriate clinical interventions to use in situations where abuse is present. Professional development in the field of sexuality will also be emphasized to help students foster a safe clinical environment for Kinksters and BDSM practitioners. Students will be instructed to practice self-care and be prepared as lectures may contain explicit content.

CFTD 833 - Perinatal Mental Health

1

Perinatal mood disorders and the special issues that present during the perinatal period are prevalent. This course will examine the unique challenges and special considerations when working with couples and families during this period in the family life cycle. Students will be provided an introduction to special topics inherent in working with perinatal clients including, but not limited to, perinatal mood disorders, infertility and perinatal loss, self-of-therapist when working with perinatal clients, and assessment and intervention strategies for individuals, couples, and families.

CFTD 837 - Introduction to Consensual Nonmonogamy

1

This course will explore various forms of consensual nonmonogamy within a systemic framework. Through didactic learning, the student is expected to gain knowledge regarding the various relational configurations of consensual nonmonogamy and an understanding of the specific vocabulary utilized by those within the community. The student is to use their systemic understanding to conceptualize, assess, and effectively use interventions within the consensual nonmonogamy community. The student is expected to explore and challenge their own potential biases and areas of countertransference that would come up in clinical work with the consensual nonmonogamy community. The student will creatively collaborate on how to foster safe and sensitive spaces for consensual nonmonogamy clients, as well as how to effectively market themselves as allied clinicians. The class will promote ongoing self-care and preparation as the class will include sensitive and/or explicit materials.

CFTD 841 - Men's Mental Health

1

While there is a shared need to connect to self and others, the differences between men and women and how they

connect are distinct in some ways. Clinical understanding related to the needs of each gender should not be based solely on assumptions and personal experiences but should also include an integration of human development knowledge and empirical research. This seminar will focus on key mental health issues specific to men. Topics for consideration will include men's developmental tasks across the lifespan, men's mental health risks and challenges, an examination of how men function within intimate partnerships and family systems, and key clinical considerations for supporting the well-being of men. Diversity considerations will also be incorporated across topics.

CFTD 843 - Exploring Stereotypes of Women

1

This course is designed to help students critically examine and explore stereotypes specific to women of color. This course will focus on the intersectionality of race, gender, class, and geographical variables that create racialized gender stereotypes for women of color. Through class readings, educational videos, and media, students will discuss and reflect on these stereotypes impact perceptions, thoughts, beliefs, behaviors, and interactions.

CFTD 861 - Introduction to Mediation for Couples and Families

1

This course will cover the basics of mediation and how to apply these skills to your therapy practice to help couples and families resolve disputes more effectively and communicate in healthy and helpful ways. Course topics will include: types of mediation, aspects of positive communication, how to have difficult conversations, family and divorce mediation, parenting coordination, and how to build mediation into your therapy practice. Students will read about the steps involved in mediation, watch videos demonstrating these steps, and practice conducting mediation sessions via role plays.

CFTD 863 - Clinical Risk Management Suicide in Couples and Families

1

This seminar will focus on suicide as an issue of clinical risk management in therapeutic work with families. A self-of-the-therapist lens will be used to help develop the student's ability to respond to clients in crisis specifically focusing on interpersonal behaviors, reactions, risk factors and intervention strategies. Suicidal ideation as well as working with families after loss to suicide will be reviewed.

CFTD 870 - International Immersion and Cross-Cultural Studies

3

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.

SEX 690 - A Biopsychosocial Approach to Sexuality Across the Lifespan

3

This course will explore developmental sexuality across the lifespan including sexual and reproductive anatomy and physiology, human sexual response cycles, and the normative developmental tasks and challenges related to sex and sexuality from a biopsychosocial perspective. Competency understanding, assessing, and conceptualizing sexuality in a sex-positive way at various life stages including clinical interventions and improved communication skills addressing common challenges will be introduced. Students will explore the impact of gender as it pertains to the development of gender identity, gender expression and gender roles across the lifespan. In addition, students will develop a thorough understanding of unique considerations in working within LGBTQIIA+ populations, including Queer Affirmative clinical approaches and interventions. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 691 - Sexual Attitude Reassessment (SAR)

1

This course is an intensive in-person and experiential workshop designed to allow participants to examine and process their sexual attitudes, values, and beliefs through exposure to various kinks, fetishes, and sexual themes. Highly experiential in nature, the SAR involves exposure to films, documentaries, lectures, guest speakers and workshop activities with a focus on processing in both large and small groups. At the end of the course, participants are tasked with writing a paper sharing the impact of the SAR on their sexual attitudes and professional philosophy in sex therapy. This course is a 14-hour workshop over 3 days (Friday - Sunday). This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 14 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 692 - Diversity in Sexuality: Socio-Cultural, Medical, Technological, and Ethical Influences

3

This course will examine the socio-cultural, medical, technological and ethical factors impacting the current landscape of sex and sexuality. Students will explore the impact of race, religion, ethnicity, socioeconomic status, gender and ability on sexual values, attitudes and behaviors, including an understanding of the impact of a range of pervasive social justice issues on sexual functioning and satisfaction. Diversity in sexual expression and lifestyles including consensual non-monogamy, polyamory, kink, BDSM and fetishes as well as the unique considerations for these populations and lifestyles will be reviewed. From a sex-positive, culturally competent place, students will further explore the impact of changing technology used for both pleasure enhancement and the risks of maladaptive use. Students will also gain competency in ethical decision-making and best practice in sex therapy becoming knowledgeable about the history of sex therapy research. Primary to this course is the expectation that students will engage in personal reflections around their own sexuality including learning to complete a thorough sexual history. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 693 - Sex Therapy in Action: Assessment, Diagnosis, and Treatment of Psychosexual Issues and Dysfunction

3

This course will cover the practice of sex therapy through the assessment, diagnosis, and treatment of psychosexual disorders in the DSM-V including sexual issues arising from trauma, medical or mental health factors, relational

factors, or environmental factors. Students can expect to learn several models and theories from both an individual and relational perspective to effectively diagnose and treat sexual functioning issues in people with penises and people with vulvas, as well as out-of-control sexual behaviors and paraphilic disorders. Students will explore the short and long-term impact of sexual abuse and trauma on sexual functioning including clinical skills in application with survivors through a trauma-informed lens. This course will also cover professional communication, collaboration, and supervision skills in order to offer an integrated treatment model and to gain knowledge in appropriate referral practices to other healthcare providers. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

Total Credit Hours Required: 60

****Continuous enrollment in CFT Practicum and Practicum Seminar is required until the necessary clinical hours for degree conferral are completed. Students who do not complete their hours must continue to enroll in practicum continuation (MCFT-607) which may extend the overall length of the program and increase the overall program credits.**

Students must be enrolled in practicum seminars over the full course of the 12-month practicum contract for a total of 9 credits starting in fall.

*****Elective courses completed in the MCFT program cannot be transferred into the CFTD program.**

The department chair surveys incoming and continuing CFT students to schedule upcoming elective courses, with courses typically offered no more frequently than every other year. Additionally, if there is insufficient student interest to support an elective course offering, it may be canceled.

MCFT students who add the Certificate in Sex Therapy (CST) to their degree are able to use six credits from the certificate to meet degree requirements. These six credits include the three credits of electives, as well as a substitution for MCFT-653 which is designed and required for non-certificate in sex therapy students. These students can also add any or all of the Certificate in Sex Therapy courses to their degree up to a total of 70 credits completed for both the MCFT and CST. This will allow them to both complete the CST and take electives offered by the department.

Forensic Mental Health Leadership, (M.A.)

Program Overview

The Master of Arts in Forensic Mental Health Leadership prepares individuals to become leaders, consultants, and agents for change in forensic mental health and related public safety fields. Students in this program will gain personal and professional growth by learning new skills, strategies, and research-driven data for dealing with the contemporary realities of mounting social problems, shifting cultural landscapes, increased public scrutiny, and the growing demand for increased accountability and transparency from the communities and stakeholders they serve.

In this program, students learn to apply contemporary leadership models and practices, individual, organizational, and community-based assessment and intervention skills, research and program development, consulting skills, ethical practices, and a foundation in empirically supported policies and principles that will inform your choices as leaders within forensic mental health and related public safety organizations, or as consultants to such organizations.

Program Objectives

Upon completion of this program, students will be able to:

1. Forensic Mental Health System Specialist: Perform the duties and responsibilities of a forensic mental health system specialist in a manner that assures ethnically and socially responsible delivery of services and recovery opportunities to the community.
2. Consultation and Intervention Competencies: Integrate knowledge of theory and professional literature to guide systemic case conceptualization, provide consultation and interventions, and develop policies and strategies to promote the wellness and effectiveness of forensic mental health and public safety organizations.
3. Social, Legal, Ethical and Culturally Responsible Practice: Apply knowledge and training regarding the intersection between forensic mental health systems and different populations and practice with reference to legal, ethical, and cultural considerations and the needs and characteristics of different underrepresented communities.
4. Research and Evidence-Based Practice: Apply research principles and methods to formulate research for needs assessment, program development and evaluation, and evidence-based practice in response to diverse system needs in the forensic mental health and public safety field.
5. Social Justice Practice and Advocacy: Determine the nature and causes of social problems and injustices in relation to forensic systems and policies and gain experience and skills to advocate for systemic change and community well-being through engagement and leadership in multidisciplinary, diverse forensic mental health and related public safety organizations.

Instructional Modality

This program is designed to be completed in 12-16 months on a full-time basis. Part-time student options allow students to complete the program in up to five years. Students seeking a part-time schedule must consult with the program director. Courses are offered in traditional in-class format on weekdays and evenings, with an online option for some courses.

Minimum Admission Requirements

- A baccalaureate degree earned from a regionally accredited college or university or an equivalent degree from an international college or university.
- A recommended GPA 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, academic abilities, and/or outstanding professional achievement in related fields.
- Approved applicants will be invited for an interview with faculty.

Grade Requirements

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of Social Justice Practicum I and II.
3. Completion of program capstone project.
4. A cumulative GPA 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 Arts in Forensic Mental Health Leadership.

Field Experience

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 their 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.

Degree Requirements

The Master of Arts in Forensic Mental Health Leadership is a 36-credit hour program that includes the following:

Core Courses (22 credit hours)

FMHL 600 - Roles, Responsibilities, and Leadership In Forensic Mental Health and Public Safety

3

This course will explore the historic roots of the forensic mental health and public safety professions as well as provide clarification as to the roles, developments, professional responsibilities, legal and ethical standards, leadership styles and models, and future directions of the field. Students will be exposed to the varying areas in which the mental health professions and legal and public safety systems interact, including but not limited to social service agencies; mental health agencies; jails and prisons; probation and parole; law enforcement organizations; and criminal, family, and civil courts. The course will emphasize the role forensic mental health professionals engage in related to policy development, program development, as well as leadership and oversight in their work with individuals, families, agencies, organizations, networks, and communities.

FMHL 635 - Forensic Mental Health Leadership Capstone

1

Students will integrate and apply the knowledge and skills gained throughout the FMHL program and showcase their developed competencies in the field as a forensic mental health and public safety professional, advocate, community leader, and consultant. Students will complete a capstone project by conducting a community needs assessment that will ultimately inform the creation of a comprehensive forensic mental health program proposal. This course should be taken in the student's final semester within the FMHL program.

COUN 534 - Counseling Skills

3

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 Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

COUN 625 - Research and Program Evaluation

3

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 as 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 630 - Addiction Counseling

3

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 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.

Field Experience (2 credit hours)

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

Electives (12 credits)

FMHL 605 - Violence and Risk Assessment

3

This course explores the evaluation and examination of violence and aggression, their origins and determinants, and their impact on the individual and society. This course addresses general risk assessment and management principles and focuses on the most common forms of violence including general violence, mass violence, sexual violence, intimate partner violence, and stalking. The course provides mental health professionals with practical skills related to using specific risk assessment tools and knowledge about implementing violence risk assessment and management procedures. Practical exercises drawn from actual cases are used to illustrate key concepts.

FMHL 609 - Counseling in Forensic Populations

3

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 mental health diagnoses and conditions within forensic settings. Further, this course examines the counseling theories related to the etiology, development, treatment, and prediction of violent crimes, as well as the evidence based interventions within the criminal justice system and other forensic mental health contexts.

FMHL 610 - Forensic Mental Health Evaluation

3

This course prepares students to be forensic mental health evaluators. The role of forensic mental health counselors and evaluators in legal processes relating to miranda waiver capacity, competence to stand trial, criminal responsibility, sexual offending risk, capital sentencing, competence to consent to treatment, civil commitment, threat/risk assessment, child custody, and child protection will be explored. Students will be provided opportunities to apply skills in forensic interviewing, designing protocols to address common referrals from the court/legal system. The course will also explore landmark legal cases that have shaped the activities and practices of mental health professionals, including cases pertaining to expert witness testimony, violence risk assessment, criminal responsibility (insanity), capital punishment, sexual dangerousness, civil commitment, civil and criminal competencies, confidentiality, professional liability, and personal injury.

FMHL 611 - Assessment and Intervention with the Juvenile Offender

3

This course addresses the factors leading to the causes, assessment, classification, and treatment of juvenile delinquency. This course examines cognitive, behavioral, psychodynamic, and developmental approaches contributing to delinquency. This course analyzes legal and institutional responses to juvenile crime from various theoretical perspectives. The role of the mental health professional in the juvenile justice system is explored. This course reviews the major empirically-based prevention and treatment approaches with relevant case studies presented to illustrative key concepts.

FMHL 612 - Police and Public Safety Psychology

3

Police and public safety psychology is concerned with assisting law enforcement and other public safety personnel and agencies in carrying out their missions and societal functions with effectiveness, safety, health, and conformity to laws

and ethics. It consists of the application of the science and profession of psychology in the domains of assessment, clinical intervention, operational support, and organizational consultation. This course explores major areas of police psychology and public safety including pre-employment selection, fitness-for-duty evaluation, the use of force, operational stress, crisis management, special unit testing, psychometric tools, and interventions utilized in this specialized area. Special attention is paid to critical incident stress debriefing techniques and models used with this population.

FMHL 613 - Assessment and Intervention with the Sexual Offender

3

This course addresses assessment and treatment of sex offenders and incorporates psychological, criminological, social, and legal theoretical models used in understanding the various types of sex offenders. This course provides risk assessment and prevention models for treatment as well as current evidence-based treatments for this population. Controversies regarding assessment and treatment of these offenders are examined while taking into account ethical, legal, and multicultural considerations.

FMHL 614 - Correctional Counseling and Rehabilitation

3

This course emphasizes the unique culture of working in a correctional environment. This course provides an overview of the history and evolution of corrections; the development of prisons; and the ideological and theoretical underpinnings of corrections. The history, structure, theories, techniques, and interventions of correctional counseling and rehabilitation is explored. This course covers the basic dimensions of correctional treatment and rehabilitation, including the role of correctional counselors, the assessment and classification of criminal offenders, and the effective strategies and challenges in correctional mental health. The course examines how various techniques and interventions are employed to help treat and rehabilitate offenders, including special needs offenders. Ethical, legal, and multicultural considerations while working in correctional environments are addressed.

FMHL 615 - Clinicians in Court

3

This course provides an overview of the role of the clinician within the legal system. Students will acquire a basic knowledge of the legal and ethical obligations related to clinical work within court-related services. Techniques and skills explored within the course include documentation, report writing, consultation, pre-court preparation, courtroom testimony, and expert witness testimony.

Total Credit Hours Required: 36

M.A. in Forensic Mental Health Leadership and M.A. in Counseling: Specialization in Clinical Mental Health Counseling, (M.A./M.A.)

This dual degree option prepares graduates to work with a range of clients in traditional mental health programs as well as mental health counselors with individuals, families, and systems that interface with the legal and criminal justice

arena. Our aim is to prepare clinicians who will be able to assess, treat, consult, and apply a full array of counseling services in forensic and correctional settings, allowing for a range of dynamic career paths.

All faculty members are active in their respective areas of expertise and engage with students to promote opportunities for professional development in the field, as well as at state and national conferences.

Accreditation, Licensure, Credentials, and Certification

CMHC

Adler University's M.A. in Counseling: Specialization in Clinical Mental Health Counseling (CMHC) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduation from a CACREP-accredited program is a requirement for counselor licensure in many states. The program curriculum is designed to meet the current requirement for the Licensed Professional Counselor (LPC) credential in Illinois. With additional post-master's supervised experience, graduates may apply for the Licensed Clinical Professional Counselor (LCPC) credential in Illinois.

CMHC students are eligible to take the National Counselor Examination (NCE) on campus during the last semester of the program before graduation as a part of the application process to earn the National Certified Counselor (NCC) credential. Upon degree completion, students can submit their NCE scores to the Illinois State Board toward the fulfillment of state Licensed Professional Counselor requirements. Graduates can apply for an advanced license, The Licensed Clinical Professional Counselor (LCPC) credential in Illinois, upon completing all necessary postgraduate training and supervised experiences.

Many states accept CACREP-accredited programs as preliminary education requirements for entry-level counselor licensure. Thus, graduates of both on-ground and online modalities are eligible to apply for licensure in these states.

Students are advised that licensure criteria change frequently and that some states may require courses and/or training beyond those currently required by the program. It is the responsibility of the students to find out the licensure requirements of the state where they want to reside and practice. Students need to work with their advisor to adjust their curriculum according to specific state requirements.

FMHL

Our specialized courses in forensic mental health leadership and specialized practicum experiences promote certification eligibility to pursue national certification as a Forensic Mental Health Evaluator through The National Board of Forensic Evaluators.

FMHL - CMHC Dual Degree Program Overview

- A comprehensive curriculum of both degrees, including theoretical and skills training and supervised field experiences totaling 78 credit hours.
- The Social Justice Practicum is a social responsibility immersion experience created to develop an identity in graduates as social justice advocates and agents of social change (200 hours total).
- The clinical mental health counseling field experiences include supervised practicum (a minimum of 100 hours) and internship (a minimum of 600 hours). Through our vast network of community partners, students are able to complete their practical training in a variety of settings.
- CMHC Comprehensive Examination.

Full-Time or Part-Time Learning Schedule

The class offerings are designed to meet the needs of students who desire a full-time 24-month track or a part-time three and four-year learning schedule.

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 GPA 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.
- Applicants must be accepted into both programs.
- Approved applicants of the dual degree program will be invited for personal interviews with each program's faculty as the final step in the application process.

Graduation Requirements

Students of dual degree programs must fulfill the graduation requirements for both programs to attain both degrees. Students attain a degree upon completing the respective program's requirements.

CMHC Graduation Requirements:

- Satisfactory completion of all the CMHC required courses and seminars.
- Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of internship.
- Satisfactory completion of Social Justice Practicum I and II (on-campus/ground modality) or Social Justice Practicum I, II, III, and IV (online modality).
- A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C
- Passage of the CMHC Comprehensive Examination.
- Submission of completed graduation application and full payment of all outstanding tuition and fees.
- 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.

FMHL Graduation Requirements:

- Satisfactory completion of all required courses and seminars.
- Satisfactory completion of Social Justice Practicum I and II.
- Completion of program capstone project.
- A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C.
- Submission of completed graduation application and full payment of all outstanding tuition and fees.
- Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Forensic Mental Health Leadership.

Professional Practice and Field Training

- Both CMHC and FMHL programs require students to complete the Social Justice Practicum, which will be recognized by both programs.
- CMHC requires students' completion of counseling practicum (a minimum of 100 hours) and internship (a minimum of 600 hours).

For details of program-specific field training experiences, refer to the individual program information in this catalog.

FMHL-CMHL Dual Degree Requirements

Courses denoted with an asterisk (*) are counseling 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 a "#" are recognized by both programs.

Core Courses

COUN 518 - Adlerian Theory and Counseling

3

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

3

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

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 postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

COUN 534 - Counseling Skills

3

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 Maladaptive Behavior

3

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 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

COUN 618 - Couples and Family Counseling

3

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.

Prerequisites: Students must complete MAC-472 or PCO-472 or COUN-534 prior to registering for this course.

COUN 622 - Human Growth & Development

3

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

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

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 and 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

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 of assessment instruments (online, etc.) 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.

Prerequisites: Student must complete MAC-472, PCO-472, or COUN-534 prior to registering for this course.

COUN 630 - Addiction Counseling

3

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 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.

CMHC 538 - Professional Functions of Clinical Mental Health Counselors

3

This course orients students to the roles and functions of clinical mental health counselors. Topics include the nature and history of the field of clinical mental health counseling, the function of care coordination across different service delivery formats, as well as the policies and regulations that impact counselors. Administrative roles of clinical mental health counselors will also be covered. This includes the nature of program development and management as it pertains to finance and regulatory processes. In addition, students will learn about various models of supervision and consultation, as well as risk and emergency systems management within both clinical mental health and community settings.

CMHC 615 - Crisis Intervention and Trauma Counseling

3

This course will introduce students to crisis intervention models and associated responses to clients' mental health needs during crises, disasters, and other trauma-causing events. Strategies and procedures for assessing risk, including suicide, aggression, and self-harm will also be covered. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems. An emphasis is given to 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, including the cumulative effects of Adverse Childhood Experiences (ACEs). The principles of grief and bereavement processes, including cultural differences will also be addressed.

CMHC 617 - Treatment Planning and Intervention

3

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.

Prerequisites: Student must have completed COUN-534 or MAC-472 or PCO-472 prior to registering for this course.

FMHL 600 - Roles, Responsibilities, and Leadership In Forensic Mental Health and Public Safety

3

This course will explore the historic roots of the forensic mental health and public safety professions as well as provide clarification as to the roles, developments, professional responsibilities, legal and ethical standards, leadership styles and models, and future directions of the field. Students will be exposed to the varying areas in which the mental health professions and legal and public safety systems interact, including but not limited to social service agencies; mental health agencies; jails and prisons; probation and parole; law enforcement organizations; and criminal, family, and civil courts. The course will emphasize the role forensic mental health professionals engage in related to policy development, program development, as well as leadership and oversight in their work with individuals, families, agencies, organizations, networks, and communities.

FMHL 635 - Forensic Mental Health Leadership Capstone

1

Students will integrate and apply the knowledge and skills gained throughout the FMHL program and showcase their developed competencies in the field as a forensic mental health and public safety professional, advocate, community leader, and consultant. Students will complete a capstone project by conducting a community needs assessment that will ultimately inform the creation of a comprehensive forensic mental health program proposal. This course should be taken in the student's final semester within the FMHL program.

FMHL Elective (12 credit hours)

FMHL 605 - Violence and Risk Assessment

3

This course explores the evaluation and examination of violence and aggression, their origins and determinants, and their impact on the individual and society. This course addresses general risk assessment and management principles and focuses on the most common forms of violence including general violence, mass violence, sexual violence, intimate partner violence, and stalking. The course provides mental health professionals with practical skills related to using specific risk assessment tools and knowledge about implementing violence risk assessment and management procedures. Practical exercises drawn from actual cases are used to illustrate key concepts.

FMHL 609 - Counseling in Forensic Populations

3

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 mental health diagnoses and conditions within forensic settings. Further, this course examines the counseling theories related to the etiology, development, treatment, and prediction of violent crimes, as well as the evidence based interventions within the criminal justice system and other forensic mental health contexts.

FMHL 610 - Forensic Mental Health Evaluation

3

This course prepares students to be forensic mental health evaluators. The role of forensic mental health counselors and evaluators in legal processes relating to miranda waiver capacity, competence to stand trial, criminal responsibility, sexual offending risk, capital sentencing, competence to consent to treatment, civil commitment, threat/risk assessment, child custody, and child protection will be explored. Students will be provided opportunities to apply skills in forensic interviewing, designing protocols to address common referrals from the court/legal system. The course will also explore landmark legal cases that have shaped the activities and practices of mental health professionals, including cases pertaining to expert witness testimony, violence risk assessment, criminal responsibility (insanity), capital punishment, sexual dangerousness, civil commitment, civil and criminal competencies, confidentiality, professional liability, and personal injury.

FMHL 611 - Assessment and Intervention with the Juvenile Offender

3

This course addresses the factors leading to the causes, assessment, classification, and treatment of juvenile delinquency. This course examines cognitive, behavioral, psychodynamic, and developmental approaches contributing to delinquency. This course analyzes legal and institutional responses to juvenile crime from various theoretical perspectives. The role of the mental health professional in the juvenile justice system is explored. This course reviews the major empirically-based prevention and treatment approaches with relevant case studies presented to illustrative key concepts.

FMHL 612 - Police and Public Safety Psychology

3

Police and public safety psychology is concerned with assisting law enforcement and other public safety personnel and agencies in carrying out their missions and societal functions with effectiveness, safety, health, and conformity to laws

and ethics. It consists of the application of the science and profession of psychology in the domains of assessment, clinical intervention, operational support, and organizational consultation. This course explores major areas of police psychology and public safety including pre-employment selection, fitness-for-duty evaluation, the use of force, operational stress, crisis management, special unit testing, psychometric tools, and interventions utilized in this specialized area. Special attention is paid to critical incident stress debriefing techniques and models used with this population.

FMHL 613 - Assessment and Intervention with the Sexual Offender

3

This course addresses assessment and treatment of sex offenders and incorporates psychological, criminological, social, and legal theoretical models used in understanding the various types of sex offenders. This course provides risk assessment and prevention models for treatment as well as current evidence-based treatments for this population. Controversies regarding assessment and treatment of these offenders are examined while taking into account ethical, legal, and multicultural considerations.

FMHL 614 - Correctional Counseling and Rehabilitation

3

This course emphasizes the unique culture of working in a correctional environment. This course provides an overview of the history and evolution of corrections; the development of prisons; and the ideological and theoretical underpinnings of corrections. The history, structure, theories, techniques, and interventions of correctional counseling and rehabilitation is explored. This course covers the basic dimensions of correctional treatment and rehabilitation, including the role of correctional counselors, the assessment and classification of criminal offenders, and the effective strategies and challenges in correctional mental health. The course examines how various techniques and interventions are employed to help treat and rehabilitate offenders, including special needs offenders. Ethical, legal, and multicultural considerations while working in correctional environments are addressed.

FMHL 615 - Clinicians in Court

3

This course provides an overview of the role of the clinician within the legal system. Students will acquire a basic knowledge of the legal and ethical obligations related to clinical work within court-related services. Techniques and skills explored within the course include documentation, report writing, consultation, pre-court preparation, courtroom testimony, and expert witness testimony.

CMHC Elective (3 credit hours)

See Department of Counseling and Integrated Programs Elective Menu provided on their program of study/advisement sheets.

Field Training and Seminars

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

CMHC 600 - CMHC Practicum and Seminar

3

CHMC 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-601).

Prerequisites: Student must complete SJP-513 SJP-514 or SJP-515 SJP-516 SJP-517 SJP-518 and COUN-532 COUN-533 COUN-534 COUN-535 COUN-536 COUN-540 CMHC-538 CMHC-617 prior to registering for CMHC-600.

CMHC 601 - CMHC Internship and Seminar I

3

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.

Prerequisites: Student must complete CMHC-600 prior to registering for CMHC-601.

CMHC 602 - CMHC Internship and Seminar II

3

This is a continuation of students' internship experience with the goal to complete the 600-hour 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.

Prerequisites: Student must complete CMHC-601 prior to registering for CMHC-602.

CMHC Comprehensive Exam

CMHC 995 - CMHC Comprehensive Exam

0

The CMHC Comprehensive Examination evaluates general knowledge as a professional counselor. Included in this exam is an assessment of the student's understanding of theoretical knowledge across a range of core subject areas found in the student's curriculum.

Credit Hours Required

Total Credit Hours Required: 78

M.S. in Sport and Human Performance and M.A. in Counseling: Specialization in Clinical Mental Health Counseling, (M.S./M.A.)

This dual degree option prepares graduates to work with a range of clients who struggle with mental health and wellness issues in relation to achieving peak performance. This unique dual degree program provides students with a comprehensive foundation in clinical mental health counseling as well as mental skills training that leads to psychological well-being and optimal performance. This dual degree program also allows a range of dynamic career paths in both clinical mental health and sport and human performance fields. Students will also learn about utilizing their training in both areas to promote social justice and advocate for clients with diverse backgrounds and clinical issues.

Accreditation, Licensure, Credentials, and Certification

CMHC

Adler University's M.A. in Counseling: Specialization in Clinical Mental Health Counseling (CMHC) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduation from a CACREP-accredited program is a requirement for counselor licensure in many states.

The program curriculum is designed to meet the current requirement for the Licensed Professional Counselor (LPC) credential in Illinois. With additional post-master's supervised experience, graduates may apply for the Licensed Clinical Professional Counselor (LCPC) credential in Illinois.

CMHC students are eligible to take the National Counselor Examination (NCE) on campus during the last semester of the program before graduation as a part of the application process to earn the National Certified Counselor (NCC) credential. Upon degree completion, students can submit their NCE scores to the Illinois State Board toward the fulfillment of state Licensed Professional Counselor requirements. Graduates can apply for an advanced license, The Licensed Clinical Professional Counselor (LCPC) credential in Illinois, upon completing all necessary postgraduate training and supervised experiences.

Many states accept CACREP-accredited programs as preliminary education requirements for entry-level counselor licensure. Thus, graduates of both on-ground and online modalities are eligible to apply for licensure in these states.

Students are advised that licensure criteria change frequently and that some states may require courses and/or training beyond those currently required by the program. It is the responsibility of the students to find out the licensure requirements of the state where they want to reside and practice. Students need to work with their advisor to adjust their curriculum according to specific state requirements.

MSHP

- Successful completion of this program includes required coursework needed for the Certified Mental Performance Consultant® (CMPC®; appliedsportpsych.org) credential. This program will provide opportunities for mental skills training to be applied toward the required 400 hours of mentored experience. To be considered for CMPC®, individuals must complete the following:
- Completed Record of Mentored Experience Hours Form.
- Signed Mentorship Verification Form from each mentor.
- Signed Attestation/Ethical Code statement.
- Application fee.
- Passing score on CMPC Exam.

MSHP-CMHC Dual Degree Program Overview

- A comprehensive curriculum of both degrees, including supervised field experiences totaling 77 credit hours.
- The Social Justice Practicum is a social responsibility immersion experience created to develop an identity in graduates as social justice advocates and agents of social change (200 hours total).
- A sport and human performance field training experience (MSHP Externship).

- The Clinical Mental Health clinical field experiences include supervised practicum (a minimum of 100 hours) and internship (a minimum of 600 hours). Through our vast network of community partners, students are able to complete their practical training in a variety of settings.
- A CMHC Comprehensive Examination.

Full-Time or Part-Time Learning Schedule

The class offerings are designed to meet the needs of students who desire a full-time three-year track or a part-time four-year learning schedule; however, MSHP classes are only offered once per academic year.

Dual Degree Admission Requirements

Individuals applying to any dual degree program must:

- Apply to and be accepted into both programs.
- Approved applicants of the dual degree program will be invited for personal interviews with each program's faculty as the final step in the application process.

Professional Practice and Field Training

- Both CMHC and MSHP programs require students' completion of the social justice practicum, which will be recognized by both programs.
- CMHC requires students' completion of counseling practicum (a minimum of 100 hours) and internship (a minimum of 600 hours).
- MSHP requires students to complete a Sport and Human Performance Externship with a Certified Mental Performance Consultant (CMPC).

For details of program-specific field training experiences, refer to the individual program information in this catalog.

MSHP - CMHC Dual Degree Graduation Requirements

Students of dual degree programs must fulfill the graduation requirements for both programs to attain both degrees. However, students attain a degree at a time upon completing the respective requirements.

MSHP Graduation Requirements

- Satisfactory completion of all required courses and seminars.
- Satisfactory completion of Social Justice Practicum I and II.
- Satisfactory completion of the MSHP Externship.
- A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C in courses other than counseling practicum and MSHP Externship prerequisites.
- Submission of completed graduation application and full payment of all outstanding tuition and fees.
- Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Science in Sport and Human Performance.

CMHC Graduation Requirements:

- Satisfactory completion of all required courses and seminars.
- Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of internship.
- Satisfactory completion of Social Justice Practicum I and II (on-campus modality) or Social Justice Practicum I, II, III, and IV (online modality).
- A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C
- Passage of the CMHC Comprehensive Examination.
- Submission of completed graduation application and full payment of all outstanding tuition and fees.
- 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.

Dual Degree Program (MSHP - CMHC) Requirements

^aCourses denoted with an "a" are CMHC counseling practicum prerequisites, which students need to complete prior to their counseling practicum.

^bCourses denoted with a "b" are MSHP externship prerequisites, which students need to complete prior to their MSHP externship. 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 a "#" sign are recognized by both degrees.

Core Courses

COUN 518 - Adlerian Theory and Counseling

3

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

3

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

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 postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

COUN 534 - Counseling Skills

3

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 Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

COUN 618 - Couples and Family Counseling

3

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.

Prerequisites: Students must complete MAC-472 or PCO-472 or COUN-534 prior to registering for this course.

COUN 622 - Human Growth & Development

3

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

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

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 and 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

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 of assessment instruments (online, etc.) 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.

Prerequisites: Student must complete MAC-472, PCO-472, or COUN-534 prior to registering for this course.

COUN 630 - Addiction Counseling

3

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 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.

CMHC 538 - Professional Functions of Clinical Mental Health Counselors

3

This course orients students to the roles and functions of clinical mental health counselors. Topics include the nature and history of the field of clinical mental health counseling, the function of care coordination across different service delivery formats, as well as the policies and regulations that impact counselors. Administrative roles of clinical mental health counselors will also be covered. This includes the nature of program development and management as it pertains to finance and regulatory processes. In addition, students will learn about various models of supervision and consultation, as well as risk and emergency systems management within both clinical mental health and community settings.

CMHC 615 - Crisis Intervention and Trauma Counseling

3

This course will introduce students to crisis intervention models and associated responses to clients' mental health needs during crises, disasters, and other trauma-causing events. Strategies and procedures for assessing risk, including suicide, aggression, and self-harm will also be covered. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems. An emphasis is given to 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, including the cumulative effects of Adverse Childhood Experiences (ACEs). The principles of grief and bereavement processes, including cultural differences will also be addressed.

CMHC 617 - Treatment Planning and Intervention

3

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.

Prerequisites: Student must have completed COUN-534 or MAC-472 or PCO-472 prior to registering for this course.

MSHP 539 - Introduction to Sport and Human Performance

3

This foundational course is designed to help students understand the historical background, theoretical underpinnings, and functions of the field of mental performance. Students will learn the ethics associated with mental performance consulting, as well as the personal, foundational, performance, and team skills associated with performance excellence. The impact of physical activity on overall health, psychological well-being, and performance (e.g., exercise adherence, obesity) will also be included.

MSHP 560 - Motor Learning and Skill Acquisition Performance: Psychology of Coaching

3

This course is designed to help students understand the theories and principles explaining the performance and learning of skilled actions. Emphasis will be placed on the consideration of how factors related to the learner, the task, and the performance context influence instructional decisions. Topics will include skill acquisition, practice scheduling, feedback, stages of learning, as well as current research methodology. A strong emphasis will be placed on the transfer of these principles to a mental performance setting.

MSHP 636 - Biopsychosocial Aspects of Human Behavior

3

This course is intended to help students examine human behavior through the four building blocks of perception, cognition, emotion, and action. Students will acquire an in-depth understanding of each of these constructs as well as the influence of stress, attention, memory, and decision-making on performance in a variety of domains. Empirical studies and evidence-based practice are embedded into the course to conceptualize the behaviors of both individuals and groups towards achieving specific goals.

Prerequisites: Student must complete MSHP-539 prior to registering for this course.

MSHP 645 - Contemporary Issues in Cultural Sport Psychology

3

This course examines the historical, social, and cultural factors influencing sport and physical activity. Pertinent cultural issues 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 address accessibility and utilize conflict management skills when broaching sociological and cultural issues present in sport, exercise, and physical activity.

Prerequisites: Student must complete MSHP-539 prior to registering for this course.

MSHP 652 - Advanced Techniques in Sport and Human Performance

3

This course is designed to integrate the science-practitioner model as students prepare to apply psychological concepts and theories to performers. Students will conceptualize a variety of cases during the course, as well as design mental skills training sessions and programs. Emphasis will be placed on student professional development as it relates to entering the field of mental performance. Students will also receive feedback on their work from a mental performance consultant who is certified by the Association for Applied Sport Psychology.

Prerequisites: Student must complete COUN-532, COUN-534, MSHP-539, MSHP-636, SJP-513, and SJP-514 prior to registering for this course.

Field Training and Seminars

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

CMHC 600 - CMHC Practicum and Seminar

3

CHMC 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-601).

Prerequisites: Student must complete SJP-513 SJP-514 or SJP-515 SJP-516 SJP-517 SJP-518 and COUN-532 COUN-533 COUN-534 COUN-535 COUN-536 COUN-540 CMHC-538 CMHC-617 prior to registering for CMHC-600.

CMHC 601 - CMHC Internship and Seminar I

3

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.

Prerequisites: Student must complete CMHC-600 prior to registering for CMHC-601.

CMHC 602 - CMHC Internship and Seminar II

3

This is a continuation of students' internship experience with the goal to complete the 600-hour 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.

Prerequisites: Student must complete CMHC-601 prior to registering for CMHC-602.

MSHP 681 - Sport and Human Performance Externship and Seminar I

1

Externship field placement includes delivery of mental performance services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is paired with a seminar during which students receive feedback from a CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners. Students will be evaluated both on the quantity of the hours provided, as well as the quality. Those who meet all course requirements will be approved for MSHP 683 and MSHP 685. Students who do not meet the requirements can repeat the course to continue in externship or complete an elective within the MSHP program to meet requirements for graduation.

Prerequisites: Student must complete MSHP-652 prior to registering for this course.

MSHP 683 - Sport and Human Performance Externship and Seminar II

1

Externship field placement includes delivery of mental skills training services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is

paired with a seminar during which students receive feedback from the CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners.

Prerequisites: Student must complete MSHP-681 prior to registering for this course.

MSHP 685 - Sport and Human Performance Externship and Seminar III

1

Externship field placement includes delivery of mental skills training services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is paired with a seminar during which students receive feedback from the CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners.

Prerequisites: Student must complete MSHP-683 prior to registering for this course.

MSHP 687 - Continuation in Sport Externship

0

Students are required to register for this course to continue to accumulate hours towards certification as a mental performance consultant beyond externship III. This seminar will continue to provide students with support, faculty mentorship, and peer consultation opportunities. At the conclusion of the externship, students should be able to demonstrate competencies enabling them to be culturally, ethically and socially responsible entry-level practitioners. The course may be repeated as long as the student is enrolled in courses that are required for graduation. There is a fee associated with this course. Students will need the approval from the Sport and Human Performance Training Coordinator or Program Director to register for this course.

Prerequisites: Student must complete MSHP-685 prior to registering for this course.

MSHP 689 - Sport and Human Performance Externship And Seminar IV

1

Students have the option to register for this course to continue to accumulate hours towards certification as a mental performance consultant beyond the required externship seminar courses (i.e., 681, 683, & 685). This seminar will provide students with up to 6 hours of individual, one-on-one mentorship and support from a CMPC. Students will need approval from the Sport and Human Performance Training Coordinator to register for this course. The course may be repeated if the student is enrolled in courses that are required for graduation.

Prerequisites: Student must complete MSHP-685 prior to registering for this course.

CMHC Comprehensive Exam

CMHC 995 - CMHC Comprehensive Exam

0

The CMHC Comprehensive Examination evaluates general knowledge as a professional counselor. Included in this exam is an assessment of the student's understanding of theoretical knowledge across a range of core subject areas found in the student's curriculum.

Credit Hours Required

Total credit hours required: 77

Sport and Human Performance, (M.S.)

Program Mission

The Master of Science in Sport and Human Performance (MSHP) provides students with a comprehensive foundation in theories and methods of mental skills training. The MSHP program offers graduate training within sport and human performance, coupled with Adler University's emphasis on socially responsible practice. Students will prepare to work with individuals who wish to maximize their performance and psychological well-being. Graduates are employed within health promotion programs, high school and university athletic departments, amateur and professional sport organizations, and the military.

Program Overview

The Master of Science in Sport and Human Performance includes:

- A comprehensive curriculum, including theory, applied mental skills training, and mentored field experiences totaling 38 credit hours.
- A Social Justice Practicum, a social responsibility immersion experience created to develop an identity in students as social justice advocates and agents of social change (200 hours total).
- A field training is required for graduation to gain experience in mental skills training.

Sport and Human Performance Program Learning Objectives

- Sport and Human Performance: Demonstrate a capability to conduct evidence-based and ethical practice with: (a) the knowledge of the psychological constructs, theories, and related assessments of human performance; and (b) the capability to implement mental performance enhancement strategies and techniques.
- Sport Science and Psychological Foundations: Demonstrate a capability to connect the symbiotic relationship between the physiological and psychological aspects of sport and human performance to facilitate the development of a multidisciplinary approach to case conceptualization and intervention strategies for collaboration and/or consultation.
- Helping Skills: Apply theories and skills to work with diverse client populations and be familiar with clinical issues and diagnoses with ethical and multicultural considerations in order to determine when to refer.
- Research and Evidence-Based Practice: Develop a proficiency in critically evaluating literature, research methods, and interpretation of research results to be able to utilize evidence-based practice in sport and human performance consultation.
- Mental Performance Consultation: Demonstrate the capability to conduct mental performance consultation and accurately evaluate delivery methods and the effectiveness of mental skills training (e.g., conceptualization, assessment, planning, implementation) for individuals, teams, groups, leaders, and/or organizations.
- 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 mental performance consulting with the goals to improve the well-being of individuals, couples, groups, families, and a diverse society.
- Social Justice/Social Responsibility: Reflect on personal values and assumptions (e.g., biases and privileges about the nature and causes of social problems, such as poverty, racism, abuse, etc.) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary and diverse community-based organizations.

Instructional Modality

This program is designed to be completed in two years, with exceptions for students with extenuating circumstances. Students seeking a part-time or expedited schedule must consult with the program director. MSHP courses, with the exception of field placement activities during the externship, are offered once per academic year and are on campus, primarily during the weekdays. The maximum time for completion of the program is five years.

Minimum Program 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 GPA 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.

Graduation Requirements

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of Social Justice Practicum I and II.
3. Satisfactory completion of the MSHP Externship.
4. A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C in courses other than counseling practicum and MSHP Externship prerequisites.
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 Science in Sport and Human Performance.

Professional Practice and Field Training

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective to the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Sport and Human Performance Externship

Students will complete an externship in a setting that allows them to focus on delivering mental performance services. The externship experience involves students providing performance-related consulting while having mentorship from a mental performance consultant who is certified by the Association of Applied Sport Psychology (AASP; certified credential is CMPC®). An externship provides students the opportunity to work with performers in individual, team, and group settings. The training coordinator will assist students with the externship placement process that is outlined in the MSHP Externship Handbook. A copy of this manual may be downloaded from the Adler Connect portal at connect.adler.edu or from the MSHP training coordinator or program director.

Mental Performance Certification Requirements through AASP

Successful completion of this program includes required coursework needed for the Certified Mental Performance Consultant® (CMPC®; appliedsportpsych.org) credential. This program will provide opportunities for mental skills training to be applied toward the required 400 hours of mentored experience. To be considered for CMPC®, individuals must complete the following:

1. Completed Record of Mentored Experience Hours Form.
2. Signed Mentorship Verification Form from each mentor.
3. Signed Attestation/Ethical Code statement.
4. Application fee.
5. Passing score on CMPC Exam.

Degree Requirements

****Courses denoted with an asterisk are MSHP externship prerequisites, which students need to complete prior to their externship. 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 their MSHP externship to attain the required grade.****

Core Courses

COUN 532 - Professional, Legal, and Ethical Issues

3

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 534 - Counseling Skills

3

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, hereand-now processing, self-disclosure, and stages of change.

COUN 535 - Diagnosis Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

COUN 625 - Research and Program Evaluation

3

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 as 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.

MSHP 560 - Motor Learning and Skill Acquisition Performance: Psychology of Coaching

3

This course is designed to help students understand the theories and principles explaining the performance and learning of skilled actions. Emphasis will be placed on the consideration of how factors related to the learner, the task, and the performance context influence instructional decisions. Topics will include skill acquisition, practice scheduling,

feedback, stages of learning, as well as current research methodology. A strong emphasis will be placed on the transfer of these principles to a mental performance setting.

MSHP 539 - Introduction to Sport and Human Performance

3

This foundational course is designed to help students understand the historical background, theoretical underpinnings, and functions of the field of mental performance. Students will learn the ethics associated with mental performance consulting, as well as the personal, foundational, performance, and team skills associated with performance excellence. The impact of physical activity on overall health, psychological well-being, and performance (e.g., exercise adherence, obesity) will also be included.

MSHP 636 - Biopsychosocial Aspects of Human Behavior

3

This course is intended to help students examine human behavior through the four building blocks of perception, cognition, emotion, and action. Students will acquire an in-depth understanding of each of these constructs as well as the influence of stress, attention, memory, and decision-making on performance in a variety of domains. Empirical studies and evidence-based practice are embedded into the course to conceptualize the behaviors of both individuals and groups towards achieving specific goals.

Prerequisites: Student must complete MSHP-539 prior to registering for this course.

MSHP 645 - Contemporary Issues in Cultural Sport Psychology

3

This course examines the historical, social, and cultural factors influencing sport and physical activity. Pertinent cultural issues 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 address accessibility and utilize conflict management skills when broaching sociological and cultural issues present in sport, exercise, and physical activity.

Prerequisites: Student must complete MSHP-539 prior to registering for this course.

MSHP 652 - Advanced Techniques in Sport and Human Performance

3

This course is designed to integrate the science-practitioner model as students prepare to apply psychological concepts and theories to performers. Students will conceptualize a variety of cases during the course, as well as design mental skills training sessions and programs. Emphasis will be placed on student professional development as it relates to entering the field of mental performance. Students will also receive feedback on their work from a mental performance consultant who is certified by the Association for Applied Sport Psychology.

Prerequisites: Student must complete COUN-532, COUN-534, MSHP-539, MSHP-636, SJP-513, and SJP-514 prior to registering for this course.

Field Training and Seminars

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

MSHP 681 - Sport and Human Performance Externship and Seminar I

1

Externship field placement includes delivery of mental performance services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is paired with a seminar during which students receive feedback from a CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners. Students will be evaluated both on the quantity of the hours provided, as well as the quality. Those who meet all course

requirements will be approved for MSHP 683 and MSHP 685. Students who do not meet the requirements can repeat the course to continue in externship or complete an elective within the MSHP program to meet requirements for graduation.

Prerequisites: Student must complete MSHP-652 prior to registering for this course.

MSHP 683 - Sport and Human Performance Externship and Seminar II

1

Externship field placement includes delivery of mental skills training services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is paired with a seminar during which students receive feedback from the CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners.

Prerequisites: Student must complete MSHP-681 prior to registering for this course.

MSHP 685 - Sport and Human Performance Externship and Seminar III

1

Externship field placement includes delivery of mental skills training services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is paired with a seminar during which students receive feedback from the CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners.

Prerequisites: Student must complete MSHP-683 prior to registering for this course.

MSHP 687 - Continuation in Sport Externship

0

Students are required to register for this course to continue to accumulate hours towards certification as a mental performance consultant beyond externship III. This seminar will continue to provide students with support, faculty mentorship, and peer consultation opportunities. At the conclusion of the externship, students should be able to demonstrate competencies enabling them to be culturally, ethically and socially responsible entry-level practitioners. The course may be repeated as long as the student is enrolled in courses that are required for graduation. There is a fee associated with this course. Students will need the approval from the Sport and Human Performance Training Coordinator or Program Director to register for this course.

Prerequisites: Student must complete MSHP-685 prior to registering for this course.

MSHP 689 - Sport and Human Performance Externship And Seminar IV

1

Students have the option to register for this course to continue to accumulate hours towards certification as a mental performance consultant beyond the required externship seminar courses (i.e., 681, 683, & 685). This seminar will provide students with up to 6 hours of individual, one-on-one mentorship and support from a CMPC. Students will need approval from the Sport and Human Performance Training Coordinator to register for this course. The course may be repeated if the student is enrolled in courses that are required for graduation.

Prerequisites: Student must complete MSHP-685 prior to registering for this course.

Total Credit Hours Required: 38

Certificates

Sex Therapy Certificate

Program Overview

The Certificate in Sex Therapy (CST) is offered by the Couple and Family Therapy Department. The CST meets the academic requirements of the American Association of Sexuality Educators, Counselors, and Therapists (AASECT). The curriculum includes core knowledge of human sexuality education and sex therapy training, as well as attitudes and values training, i.e., Sexual Attitude Reassessment (SAR).

By providing the curriculum through an intersecting social justice and self-of-the-therapist (experiential) lens, this certificate reflects the systemic values of the Couple and Family Therapy Department and Adler University's mission of graduating socially responsible practitioners, engaging communities, and advancing social justice. These values are reflected throughout the readings, applications, and activities included in the CST. Adler University's mission is to promote inclusion, diversity, and advocacy for all identities, of which sexuality is an essential component for competent clinicians to address.

The mission of the Certificate in Sex Therapy is to prepare socially responsible professionals with core knowledge of human sexuality education and sex therapy training that meets the highest standards of the field, including an ethical consciousness and cultural competence.

Program Goals include:

1. To provide students with core knowledge of human sexuality education, including diverse identities.
2. To create the opportunity for students to self-assess and understand their own attitudes and values (i.e., self-of-the-therapist) through a social justice perspective.
3. To train students in the ethical practice of sex therapy, preparing them to engage in the required clinical component and supervision.
4. To graduate socially responsible practitioners of sex therapy sensitive to social justice and diversity with a goal of inclusion and advocacy consistent with Adlerian principles.

This program is created specifically as a certificate to complement current graduate students in clinical programs and pre-licensed and licensed professionals to build on their training.

Credentials

The Couple and Family Therapy Department and Adler University have been approved as an Organizational Provider II by AASECT, effective July 1, 2021. The Certificate in Sex Therapy is a non-clinical opportunity that provides students with all the foundational education and training necessary to accompany the required clinical work and supervision (not included) for the Certified Sex Therapist designation from AASECT.

Alignment of AASECT Requirements for Sex Therapy Certification	
AASECT Requirements	Adler's Certificate in Sex Therapy

Membership in AASECT	Requirement of SEX-690
AASECT Code of Ethics	Covered in SEX-692
Academic and Professional Experience	Prerequisite or Co-requisite
Clinical Certification & Licensure	Prerequisite or Co-requisite
Human Sexuality Education: Core Knowledge	90 hours provided through the CST Coursework
Sex Therapy Training	60 hours provided through the CST Coursework
Attitudes and Values Training	14 hours provided through the CST (SEX-691)
Clinical Experience, Field Work, Internship or Professional Training Experience	<i>Not included as this is a non-clinical certificate. Graduates will be supported in seeking out these opportunities through faculty advising.</i>

This program meets the requirements for the American Association of Sexuality Educators, Counselors, and Therapists (AASECT) and is approved for 164 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information, please contact ce@aasect.org.

Admission Requirements

Qualified professionals or students in license-eligible graduate clinical training programs may apply for the CST program following the application procedures outlined in this *Adler University Catalog* and the certificate website.

Application requirements include:

A completed clinical master's degree in couple/marriage and family therapy, medical family therapy, counseling, art therapy, psychology, social work, or other related mental health fields that lead to clinical licensure, or be currently enrolled and in good standing in a clinical master's program in any of these fields and eligible to begin practicum by the start of the certificate program.

- A GPA of 3.0 or higher on a 4.0 scale for all undergraduate coursework and/or a 3.25 or higher on a 4.0 scale for all graduate coursework.
- A statement of intent specifically outlining the applicant's interest in becoming certified as a sex therapist consistent with the mission of the certificate and the institution (this is only for external applicants).

Language competency level and exam requirements are consistent with policies across Adler University.

Admission for Current Adler University Students

Current Adler University students may add the CST with the approval of their faculty advisor, program director, or department chair via the Registration Exception Form and the Application to Add or Drop a Certificate on the Chicago Campus. Graduate students may concurrently enroll in the certificate while working on their clinical master's or doctoral degree. Prerequisites for students of this standing are (a) they must have completed the coursework in their degree program that allows them to be practicum eligible or ready and (b) have approval from their faculty advisor.

Students may not transfer coursework into the CST as it has been uniquely designed to meet AASECT requirements, and transferred coursework may not align with the certificate's design and structure. Current students may consult with their primary program of study about utilizing CST courses as electives to meet their own degree requirements. Students are also not required to take all four courses of the certificate. They will not receive the certificate if they elect to take fewer than the complete curriculum. Still, they can use the completed coursework in their application to AASECT, as evidenced by their transcript.

Students in the **Couple and Family Therapy Department** may add the certificate program with the approval of their faculty advisor. They are also pre-approved to utilize CST courses to meet the elective requirements in either the MCFT (M.A. in Couple and Family Therapy) or CFTD (Ph.D. in Couple and Family Therapy) programs. MCFT students have six electives for the Certificate as they will not be required to take MCFT-653, which is designed specifically for non-certificate students.

"Students-at-large" Enrollment

Students who are neither in a current graduate program nor enrolled in the CST may take select courses with approval as space is available. Most commonly, students may request to take SEX-691: Sexual Attitudes Reassessment as a stand-alone course, which is equivalent to AASECT's SAR requirement for 14 continuing education credits (CEs). The full certificate is equivalent to 164 CEs, as listed below.

Course Requirements

The Certificate in Sex Therapy requires the following 10 credits of coursework:

- SEX-690 A Biopsychosocial Approach to Sexuality Across the Lifespan - three credits (50 CEs)
- SEX-691 Sexual Attitude Reassessment (SAR) - one credit (14 CEs)
- SEX-692 Diversity in Sexuality: Socio-cultural, Medical, Technological, and Ethical Influences - three credits (50 CEs)
- SEX-693 Sex Therapy in Action: Assessment, Diagnosis, and Treatment of Psychosexual Issues and Dysfunction - three credits (50 CEs)

Total: 10 credits/164 CEs

Note: The coursework is offered for credit/no credit. Students must earn credit for the course continue in the certificate program. A no credit is cause for the student to retake the course. Because the grading is structured as credit/no credit (which carries zero GPA points), students who are only enrolled in this certificate program will not have a GPA. The CST is offered in a blended format with one in-person weekend residency per course and a combination of synchronous and asynchronous e-learning across the semester. Students may take the courses in any order, though we recommend that they be taken sequentially. Students may start the certificate program in any semester (fall, spring, or summer). Consistent with University policy, certificate-only students are not required to complete the Social Justice Practicum (SJP). Students also enrolled in degree programs must complete the SJP per their degree requirements.

No clinical component is offered as part of the CST as it is a non-clinical certificate. To meet the designation requirements of AASECT, students must engage in specific clinical and supervision requirements as outlined on the AASECT website. Degree programs at Adler University are not obligated to create practicum opportunities for the certificate, especially as students may take the courses concurrent with their practicum. Students will receive academic advising to develop a plan to fully complete certification requirements as part of their enrollment in the certificate.

The CST follows all policies and procedures of Adler University as outlined in this *Academic Catalog*, the *Adler University Student Handbook*, and the *Couple and Family Therapy Department Handbook* on Adler Connect. If a student has a grievance that has not been remediated through the established University grievance policies, AASECT should be contacted at ce@aasect.org.

Certificate Completion Requirements

Upon successful completion (CR) of each course, the student will receive an AASECT certificate indicating successful completion of an AASECT-approved continuing education activity. Completion of the full certificate (10 credits/164 CEs) is indicated with conferral by the Adler University Registrar confirming the following requirements:

1. Successful completion of the required courses and credit hours specified in the curriculum requirements.

2. Students must receive credit (CR) in all coursework, retaking any courses with a "no credit."
3. Successful completion of the required paper as part of SEX-691: Sexual Attitudes Reassessment (SAR).
4. Submissions of completed graduation application and full payment of any outstanding tuition and fees.
5. Demonstration of professional attitude, decorum, and ethics commensurate with the profession of sex therapy.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Sex Therapy.

Course Requirements

SEX 690 - A Biopsychosocial Approach to Sexuality Across the Lifespan

3

This course will explore developmental sexuality across the lifespan including sexual and reproductive anatomy and physiology, human sexual response cycles, and the normative developmental tasks and challenges related to sex and sexuality from a biopsychosocial perspective. Competency understanding, assessing, and conceptualizing sexuality in a sex-positive way at various life stages including clinical interventions and improved communication skills addressing common challenges will be introduced. Students will explore the impact of gender as it pertains to the development of gender identity, gender expression and gender roles across the lifespan. In addition, students will develop a thorough understanding of unique considerations in working within LGBTQIA+ populations, including Queer Affirmative clinical approaches and interventions. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 691 - Sexual Attitude Reassessment (SAR)

1

This course is an intensive in-person and experiential workshop designed to allow participants to examine and process their sexual attitudes, values, and beliefs through exposure to various kinks, fetishes, and sexual themes. Highly experiential in nature, the SAR involves exposure to films, documentaries, lectures, guest speakers and workshop activities with a focus on processing in both large and small groups. At the end of the course, participants are tasked with writing a paper sharing the impact of the SAR on their sexual attitudes and professional philosophy in sex therapy. This course is a 14-hour workshop over 3 days (Friday - Sunday). This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 14 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 692 - Diversity in Sexuality: Socio-Cultural, Medical, Technological, and Ethical Influences

3

This course will examine the socio-cultural, medical, technological and ethical factors impacting the current landscape of sex and sexuality. Students will explore the impact of race, religion, ethnicity, socioeconomic status, gender and ability on sexual values, attitudes and behaviors, including an understanding of the impact of a range of pervasive social justice issues on sexual functioning and satisfaction. Diversity in sexual expression and lifestyles including consensual non-monogamy, polyamory, kink, BDSM and fetishes as well as the unique considerations for these populations and lifestyles will be reviewed. From a sex-positive, culturally competent place, students will further explore the impact of changing technology used for both pleasure enhancement and the risks of maladaptive use. Students will also gain competency in ethical decision-making and best practice in sex therapy becoming

knowledgeable about the history of sex therapy research. Primary to this course is the expectation that students will engage in personal reflections around their own sexuality including learning to complete a thorough sexual history. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 693 - Sex Therapy in Action: Assessment, Diagnosis, and Treatment of Psychosexual Issues and Dysfunction

3

This course will cover the practice of sex therapy through the assessment, diagnosis, and treatment of psychosexual disorders in the DSM-V including sexual issues arising from trauma, medical or mental health factors, relational factors, or environmental factors. Students can expect to learn several models and theories from both an individual and relational perspective to effectively diagnose and treat sexual functioning issues in people with penises and people with vulvas, as well as out-of-control sexual behaviors and paraphilic disorders. Students will explore the short and long-term impact of sexual abuse and trauma on sexual functioning including clinical skills in application with survivors through a trauma-informed lens. This course will also cover professional communication, collaboration, and supervision skills in order to offer an integrated treatment model and to gain knowledge in appropriate referral practices to other healthcare providers. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

Substance Abuse Counseling Certificate - Chicago Campus

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.

Credentials

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. 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 who already has 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.

Minimum Admission Requirements

Applicants to this program are required to have:

- A baccalaureate or higher 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.
- Students who are currently enrolled in Adler degree programs will be exempted from the interview process. However, approval from their respective Program Directors and Faculty Advisors will be needed in order for them to add the CSAC program to their current program of study.
- Applicants who solely want to enroll in the CSAC program and are not seeking any degree program will be invited in for a personal interview, if approved, as the final step in the application process.

Completion Requirements

1. Satisfactory completion of all required credit hours of program coursework
2. Satisfactory completion of all practicum and seminars
3. A cumulative grade point average of 3.0 or higher of all coursework
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees

Course Requirements

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

*Courses denoted with an asterisk are substance abuse counseling practicum prerequisites, which students need to complete prior to their substance abuse 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 passing grade.

One of the Following:

PCO 438 - Introduction to Addictive Disorders

3

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.

- MAT 520 - Introduction to Addictive Disorders Credits: 3 *

COUN 630 - Addiction Counseling

3

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 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.

PSY 709 - Diagnosis and Treatment of Addictive Disorders

3

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 mentally ill substance abusers (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

MCFT 538 - Addictions and Family Systems

2

This course is designed to provide an introduction to alcoholism, substance abuse, and other addictive disorders and an understanding of the impact of addiction (and recovery) on couples and families. Included is an overview of the information needed to assess, along with the treatment models of addictive disorders, and the tools to be able to recognize the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and the mentally ill substance abuser (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems. Other addictions, for example, hoarding, shopping, gambling, eating, sex, and pornography, will also be reviewed.

And One of the Following:

MACAT 515 - Professional Development, Issues, And Ethics, in Art Therapy, Counseling And Psychotherapy

3

This course is designed to provide students with a solid foundation for the ethical practice of art therapy and of counseling. Students will learn codes of ethics of the American Art Therapy Association (including the Art Therapy Credentials Board) and the American Counseling Association. Students will learn to apply ethical and professional decision making skills to current issues in art therapy and counseling. An overview of concepts and theories of social justice as applied to decision-making in art therapy and in counseling will be presented. This course provides a foundation for the ethical practice of professional counseling. It introduces students to the history of the counseling profession as well as professional roles (practitioner, supervisor, educator, etc.) and its professional organizations. The American Counseling Association (ACA) Code of Ethics (and ethical standards of its divisions) will be examined and applied to a variety of ethical and legal situations using a variety of ethical decision-making models.

MCFT 505 - Systemic Ethics

3

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 and 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).

COUN 532 - Professional, Legal, and Ethical Issues

3

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.

PSY 645 - Ethics and Professional Development in Clinical Psychology

3

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) and 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.

And One of the Following:

CSAC 889 - Bio-Psycho-Social-Spiritual Aspects of Addictions

3

Biological, neurological, and cognitive neuroscientific aspects of addictions are covered in the context of social, interpersonal, sociocultural, family, community, economic, and environmental dynamics. The psychological aspects of addictions are also addressed in relation to the aforementioned contexts as well as psycho-spiritual and spiritual perspectives. Clinical research on all of the above topics is addressed with the intent of outlining effective treatment modalities that take all of these myriad domains into account. In addition, marginalized populations, such as people of color, LGBTQ groups, people with disabilities, economically depressed persons, veterans, HIV-positive clients, immigrants, women, and adolescents, are studied in the context of addictions.

Prerequisites: Student must complete MAT-438, MCFT-438, COUN-630, or PSY-709 and MAT-515, MCFT-505, COUN-532, or PSY-645 prior to registering for this course.

PSY 712 - Bio-Psycho-Social-Spiritual Aspects of Addiction

3

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.

Prerequisites: Student must complete both PSY-645 and PSY-709 or be approved for a waiver of prerequisites prior to registering for this course.

And One of the Following:

CSAC 890 - Advanced Addictions Treatment

3

This course advances and deepens the degree of understanding of theoretical models and research related to addictions counseling. The areas of application include addictive behaviors, alcohol and substance abuse, etiology of addiction, and dual diagnosis and comorbidity. Treatment approaches such as motivational interviewing, the stages of change model, and the precursors model of change will be discussed. Students will also examine established evidence-based treatment approaches, strategies, and techniques from cognitive, behavioral, existential, Adlerian, and Gestalt therapy perspectives. In addition, advanced applications of group and family systems treatments are included in the course. The effects of addictions on the interpersonal, systemic, and environmental aspects of the client's life are studied as well. Detailed study of relapse prevention and treatment are provided. Twelve-step approaches are also discussed in detail, including their efficacy. Ethical and multicultural issues in addictions counseling and in supervision and training of addictions counselors will also be addressed.

Prerequisites: Student must complete MAT-438, MCFT-438, COUN-630, or PSY-709 and MAT-515, MCFT-505, COUN-532, or PSY-645.

PSY 713 - Advanced Treatment of Addictive Disorders

3

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. Note: This class is required for the Substance Abuse emphasis.

Prerequisites: Student must complete PCO-438 or PSY-709 and PSY-305 PSY-645 or be approved for a waiver of prerequisites before registering for this course.

Specialized Practicum for Substance Abuse Certificate

In addition to the specialized coursework, students pursuing the Certificate in Substance Abuse Counseling will acquire and develop practical skills in the Alcohol and Other Drug Abuse (AODA) core functions through specialized field placements.

Students should expect to spend from 10-20 hours per week at a MISA/AODA-approved practicum site and must concurrently enroll in two semesters of practicum and seminars during their field training. A minimum of 500 total clock hours of practicum is required.

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

Students who are currently enrolled in a degree program at Adler and are already placed into a MISA/AODA-approved clinical training site may apply their hours to this certification program, depending on the approval of the program coordinator and the training director. Students who are currently enrolled in a degree program at Adler and in practicum/internship and are not placed into a MISA/AODA-approved clinical training site may not apply their hours to this certification program. They will need to enroll in the Substance Abuse Counseling Practicum and Seminars listed below and attain additional required practicum hours.

CSAC 701 - Substance Abuse Counseling Practicum and Seminar I

2

This course provides a forum for students to attain supervised clinical experience in which students develop substance abuse counseling skills and integrate professional knowledge. This course is designed to develop alcohol and other drug abuse 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 relationships with referral sources, special populations, treatment options, and models of alcohol and drug abuse counseling. Students are required to spend 250 clock hours per practicum (a minimum of 500 total clock hours) in a supervised MISA/AODA-approved site.

Prerequisites: Student must complete PCO-438, MAT-438, MCFT-438, COUN-630, or PSY-709 and MAT-515, MCFT-505, COUN-532, or PSY-645 prior to registering for this course.

CSAC 702 - Substance Abuse Counseling Practicum and Seminar II

2

This course is a continuation of the CSAC-701. Students can use this forum to continue to develop their competency in alcohol and other drug abuse counseling competency. It is 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 have a higher-level understanding of professional and legal considerations relevant to ethics, confidentiality, working with referral sources, special populations, treatment options, and models of alcohol and drug abuse counseling. Students are required to spend 250 clock hours per practicum (a minimum of 500 total clock hours) in a supervised MISA/AODA-approved site. This course is a continuation of the CSAC-701. Students can use this forum to continue to develop their competency in alcohol and other drug abuse counseling competency. It is 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 have a higher-level understanding of professional and legal considerations relevant to ethics, confidentiality, working with referral sources, special

populations, treatment options, and models of alcohol and drug abuse counseling. Students are required to spend 250 clock hours per practicum (a minimum of 500 total clock hours) in a supervised MISA/AODA-approved site.

Prerequisites: Student must complete CSAC-701 prior to registering for this course.

Online Campus

Doctoral Level Programs

Industrial and Organizational Psychology, (Ph.D.)

Program Overview

The Doctor of Philosophy in Industrial and Organizational Psychology is a doctoral program that prepares students for careers in corporate, consulting, academic, and public sector human capital and human resource work settings. The curriculum is composed of a blend of courses covering information and theories across human motivation, social psychology, cognitive psychology, leadership, and organizational development. The program has a heavy emphasis on evidence-based decision-making and provides deep exploration of statistics and research methods to inform fiscally and ethically guided recommendations. Courses in the Ph.D. program will allow for the application of concepts defined within an industrial and organizational psychology master's program. Courses will feature application of the learning for various career opportunities, including consulting, academic, and corporate. Program faculty have a broad range of backgrounds with specialties in corporate, nonprofit, and consultative settings. This program combines academic theory with current, real-world examples and professional materials to prepare students for roles across industries.

The program stresses the importance of field-relevant ethical codes and statutes, such as the APA Ethical Principles of Psychologists, APA Code of Conduct, and the EEOC Uniform Guidelines on Employee Selection Procedures, 1978, to ensure principled practice.

Program Objectives

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

1. Demonstrate respect and understanding for human capital-related issues.
2. Apply legal and ethical codes specific to industrial and organizational psychology.
3. Apply academic knowledge and consulting skills to solve complex business challenges.
4. Utilize interpersonal skills to integrate diversity and various perspectives in professional settings.
5. Leverage data input and analysis to identify business problems and propose thoughtful, well-rounded solutions.
6. Analyze theories and concepts related to the value of individuals and groups in the workplace.

Minimum Admission Requirements

Applicants to this program are required to have:

- A master's degree, by the date of matriculation, in industrial and organizational psychology, psychology, business, or a related discipline. Applicants who did not graduate from Adler University's Master of Arts in Industrial and Organizational Psychology or an equivalent program may be required to complete the equivalency requirements in addition to the doctoral curriculum. See program requisites.
- A cumulative GPA of 3.0 or better (on a 4.0 scale) in their master's degree. Successful applicants typically have a GPA of 3.25 or higher on a 4.0 scale for graduate-level coursework.

- Two letters of recommendation from an individual who can speak to the applicant's likelihood of success in a doctoral program.*
- A writing sample (e.g., a publication, report, or an essay or paper previously submitted as an assignment).
- Admissions interview.

*Applicants who are graduates or current students in good standing from Adler University master's degree programs may have one letter of recommendation and/or interview waived.

Program Requisites

Applicants are expected to have adequate coursework in the areas listed below. Applicants who did not graduate from Adler University's Master of Arts in Industrial and Organizational Psychology, or an equivalent program, will be assessed to determine whether they have adequate coursework in the following master's-level course areas, with a letter grade of B or better.

Course Areas and Equivalent Courses at Adler

- One graduate-level research methods course: Research Methods (INDS 503) or Research Methods in Organizational Psychology (MAOP 546).

Provisional Admission Status

Applicants admitted on a provisional basis must submit all outstanding collateral, as defined in their acceptance letter, prior to the end of their first course to achieve full admission status and continue in the program. Applicants not meeting this standard may be dismissed from the University.

Doctoral Qualifying Exams

Doctoral qualifying exams are a key feature of the Ph.D. program and allow students to demonstrate understanding and application of the program material before formally embarking on their dissertation process. Students are eligible to apply to take comprehensive exams after all program coursework has been completed. Doctoral qualifying exams will take place during a predetermined course, and students will need to indicate their desire to take doctoral qualifying exams by signing up via the formal Doctoral Qualifying Exam Application Process. This process not only designates the exact time interactive components of the exam will take place but will act as a review of the student's current course standing and course completion status to ensure the student is eligible to take doctoral qualifying exams at that time.

The content of doctoral qualifying exams is made up of both written responses and a "live" presentation/discussion format.

- **Written component:** Students will receive three prompts and be required to respond in writing to two of the three prompts during the course. Written components will include literature reviews and should incorporate research aligned with the student's dissertation topic. Prompts will be given to students three weeks before responses are due. Replies to the prompts will be due by a specific date and time, and failure to submit responses by the deadline will render the student's submission ineligible. Late deliverables are not accepted for doctoral qualifying exam submissions. Further information on the details needed for the written component will be given after the student receives approval to participate in the doctoral qualifying exams.
- **Presentation component:** After submission of the written component, students will have one week to prepare for and deliver a "live" online meeting to present ideas and recommendations related to one of the written prompts. The live meeting will be interactive, and students will be expected to field questions related to their ideas and recommendations. Further information on the details needed for the presentation component will be given after the student receives approval to participate in the doctoral qualifying exams.

Dissertation

The dissertation is the capstone of the Ph.D. program and showcases a student's research skills, critical thinking, and command of theories and data related to a topic of his or her choosing. Prior to working on the dissertation, students must complete all required coursework and pass the doctoral qualifying exams. To register for dissertation credit hours, students must be in compliance with the Satisfactory Academic Progress (SAP) Policy. Upon successfully passing the

competency exams, students will be assigned to a dissertation chair. The online program director will assign readers who have experience and expertise related to the dissertation topic. These additional committee members, as well as the chair, serve as the formal dissertation committee for the student.

Ushering the dissertation process along is a student-owned process. Students should meet with their dissertation chair to discuss possible dissertation topics and plans for completing the dissertation. Dissertation chairs can provide perspective on research needed, as well as possible measurement strategies. Students should be meeting with the dissertation chair on an agreed-upon schedule. Students should also work with the appointed committee members to understand their expectations on key milestones, drafts to be submitted, and so on.

Students should incorporate feedback given by the dissertation chair and readers on all iterations of the dissertation deliverables. Students will continue to work on the dissertation to refine it and incorporate feedback, until such a point when a decision will be collaboratively made by the student and the dissertation chair that a dissertation defense may be scheduled. A date for presenting the final dissertation will be selected by the dissertation chair and the student. In the dissertation defense, students will present their materials to the committee and demonstrate their ability to discuss research, hypotheses, data, and findings on their selected topic and respond to questions posed by the committee. Dissertation defenses are open to the academic community, and individuals outside of the dissertation committee may be in attendance. Typically, revisions to the dissertation will need to be addressed after the defense is complete. After a student has presented his or her findings during the defense, the committee will make one of the following decisions:

- Student does not pass.
- Student passes with major revisions needed; core analyses and/or theories need to be reworked, the literature review needs to be enhanced, and so on.
- Student passes with minor revisions needed; edits needed are likely cosmetic and could include creating a better reading flow in the document or clarifying points or findings for greater impact.
- Student passes with no revisions needed; the committee determines no revisions are needed.

Optional Professional Portfolio

For the benefit of capitalizing on career opportunities and aspirations, Adler University offers an optional professional portfolio submission. Students are strongly encouraged to build and submit a professional portfolio at the conclusion of the program because they may be requested during the hiring process. Students will receive constructive feedback on ways to enhance the portfolio for the greatest impact. A template will be provided specifying what should be addressed in the portfolio, including course activities, comprehensive exam responses, and dissertation outputs.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Satisfactory completion of the Doctoral Qualifying Examination.
4. Satisfactory completion of a doctoral dissertation proposal, dissertation, oral defense, and submission of the final document.
5. A cumulative GPA of 3.0 or higher.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Doctor of Philosophy in Industrial and Organizational Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Students are required to complete 66 post-baccalaureate credit hours, including a minimum of 12 credits toward their dissertation, plus two Social Justice Practicum (SJP) credits.

Coursework is in the key areas of industrial and organizational psychology, along with two advanced research courses. All core courses need to be successfully completed prior to taking IOP 800 Doctoral Qualifying Examination. IOP 800 must be successfully completed for students to proceed into doctoral candidacy and begin work on the research phase of their dissertation.

The program will consist of 66 credit hours, including requisite, core, elective, SJP and dissertation requirements.

Requisite Coursework (may come from M.A. degree) (3 Credits)

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

Core Coursework (36 Credits)

IOP 700 - History and Systems of Psychology in Industrial and Organizational Psychology

3

This course provides an overview of the history of psychology as a whole and details the evolution of the field over

time. Students will explore major ideologies, theories, theorists, and schools of psychology that have contributed to industrial and organizational psychology. This course will focus on those tenets of the field that have been consistent over time while also discussing components that are no longer current. After exploring past and current trends, students will be asked to discuss and reflect upon future trends and topics that may be relevant for professionals in this space.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

IOP 703 - Advanced Organizational Development and Change

3

This advanced course leverages change management theories and processes to consider the impact of change on organizations at large and groups within organizations. Students will advise organizations on how to lead meaningful development activities by examining change research, the overall business need for change, and possible risks and rewards for that specific organization. While this course will be grounded in organizational development and change research, students will incorporate insights from real-world firms and case studies to create recommendations that are academically informed but practically implementable.

IOP 704 - Advanced Statistics in IO Psychology

3

This course focuses on how to use statistics to solve for complex human capital business issues. Multiple new analyses will be explored with a large focus of the course being prediction of outcomes from datasets. Example analyses in the course will include regression, MANOVA, and hierarchical linear models. Students will construct simplified business recommendations by analyzing multiple complex datasets and inputs. SPSS will be used to help manage large datasets.

IOP 705 - Job and Task Analysis

3

This course details the process for conducting job and task analyses in organizations. This process is used across the I/O psychology field to get foundational information used for writing job descriptions, determining organizational career paths, and having a robust understanding of the knowledge, skills, abilities, and responsibilities of each role in an organization. This course serves as a building block for many other topics in the field such as compensation initiatives and employee selection.

IOP 708 - Advanced Research Methods and Design I: Qualitative Methods

3

This course focuses on qualitative research methods and provides students with hands-on experience to prepare them for the initial stages of the research process. The course provides in-depth analysis and discussion on various qualitative research methods and design approaches in terms of their pros and potential cons when exploring a variety of research questions. Students will also learn how to collect information relevant to research questions that they have and how to write up summaries to capture important information from reviewed literature. Students will identify a hypothesis they want to explore related to dissertation research interests and build a literature review on a topic of their choosing. This is the first of two research courses that build upon one another. IOP-709: Advanced Research Methods and Design II should not be taken until IOP-708: Advanced Research Methods and Design I is successfully completed.

IOP 709 - Advanced Research Methods and Design II : Quantitative Methods

3

This course will cover quantitative research designs and provide students with practical experience in activities required to progress through the research process, building on concepts learned in IOP-708: Advanced Research Methods and Design I. Students will learn how to devise experiments to test hypotheses and how to evaluate the effectiveness of those designs. The course will incorporate statistical concepts as students will use various data analysis models to analyze experimental data. Students will use SPSS software to aggregate and analyze data. Throughout the course, students will design a study, collect and analyze data, and present their findings in an APA-style paper.

IOP 710 - Advanced Human Factors

3

This course explores the interaction of humans and various forms of technology within differing environments. Topics include technology and machine displays (for example, visual, auditory), motor skills, information processing, decision making, and biomechanics. The course is heavily focused on examining human behavior and capabilities to inform how products, technology, and work environments are designed. Students will be presented with human factors design and measurement considerations in a variety of industries and settings.

IOP 713 - Leadership and Management

3

This course will explore the roles of leaders and managers in organizations and discuss viewpoints regarding the similarities and differences between each role. Students will learn about various leadership styles individuals possess and how those styles impact organizational culture and team dynamics. Topics will include decision-making structures and the culture created by various management hierarchies. The course will also cover strategies and intervention techniques for developing leadership traits and behaviors.

IOP 715 - Advanced Recruitment, Selection

3

This course will cover key talent management practices related to the recruitment and selection of individuals for employment in various roles and organizations. Students will learn all aspects of the recruitment cycle including determining which roles to recruit for, conducting a job analysis, sourcing candidates, interviewing candidates, and subsequently reviewing data to inform decision making on the individual's candidacy for the role. Students will also learn about the process for developing legally defensible selection systems, programs, and assessments. The course will cover trends in recruitment and selection over time with an emphasis on areas that have become best practice in terms of attracting and selecting talent.

IOP 716 - Advanced Group Dynamics

3

This course explores differentiated concepts of interpersonal behavior in small groups. Students will learn about research in the field of group dynamics as well as the applicability of that research to modern organizations. The course will focus on how to enhance the effectiveness of existing small groups and also how to structure small groups based on individual assessment data. Additionally, students will learn about the roles they tend to play in groups themselves to help shape their understanding of their own preferences when operating in a group.

IOP 717 - Advanced Training and Developm

3

This course evaluates theories, methodologies, and best practices for designing and implementing effective training programs in organizations. The course will cover major adult learning theories as well modern application of those theories in training designs and programs. Students will critically analyze processes for developing training content, how to facilitate training, and proper measurement and evaluation of training initiatives. Additionally, the course will emphasize cross-cultural considerations when designing and delivering training programs.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social

Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Comprehensive Exam (3 Credits)

IOP 800 - Doctoral Qualifying Examination

3

The purpose of this seminar is to assess students' mastery of I/O psychology content delivered throughout the program and to gauge students' readiness for future doctoral study. Evidence of this mastery enables program faculty to proceed with further dissertation phases of the program. During this seminar students will be asked to complete written and oral assignments to assess their mastery of I/O program material. Students will be required to complete this seminar before formally beginning the doctoral dissertation process. The content of doctoral qualifying exams is made up of both written responses and a "live" presentation/discussion format. Written component: Students will receive three prompts and be required to respond, in writing, to two of the three prompts. Written components will include literature reviews and should incorporate research aligned to the student's dissertation topic. Prompts will be given to students three weeks before responses are due. Replies to the prompts will be due by a specific date and time and failure to submit responses by the deadline will render the student's submission ineligible. Late deliverables are not accepted for doctoral qualifying exam submissions. Further information on the detail needed for the written component will be given after the student receives approval to participate in the doctoral qualifying exams. Presentation component: After submission of the written component, students will have one week to prepare for and deliver a "live" online meeting to present ideas and recommendations related to one of the written prompts. The live meeting will be interactive, and students will be expected to field questions related to their ideas and recommendations. Further information on the detail needed for the presentation component will be given after the student receives approval to participate in the doctoral qualifying exams.

Dissertation (12 credits)

IOP 801 - Doctoral Dissertation

1.5 - 3

Course may be taken multiple times for credit. This course provides support and structure throughout the dissertation process. Students will prepare and complete a prospectus, outlining their dissertation plan. This course will also guide students through the development, presentation and defense of a formal dissertation proposal. Students will collect and analyze data under the supervision of their Dissertation Chair. Finally, students will complete their work by preparing a complete dissertation and defending their research, data collection methodology, findings and opportunities for further research. Students are required to participate on a weekly basis during this course. The course will be repeated as the student progresses through the dissertation process. The course is graded on a credit/no credit basis and grades are dependent on the student completing the agreed-upon deliverable at the end of each term.

Elective Coursework (9 credits)

MAMP 501 - Operational Psychology

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

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

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

IOP 702 - Advanced Organizational Theory

3

This advanced course will use the tenets of organizational behavior and organizational theory to explore the factors that most influence successful business decisions and interactions. Insights will be used to address how leaders can

understand, act upon, and increasingly strengthen organizational culture, values, ethics, and overall effectiveness. A core focus of the course will be addressing which theories are most appropriate for different business issues and how disparate theories can be harmonized to solve business challenges.

IOP 706 - Advanced Consulting Skills

3

This course focuses on effective consulting by presenting students with common and unique business challenges and exploring possible solutions. Students will be presented with multiple data points on organizational challenges and be asked to find solutions for these challenges with a mock client. Leveraging Block's framework, students will be asked to write proposals, respond to case study information, and interact in real time to questions posed by an outside stakeholder. The course will have interactive components where students will prepare information before a mock business meeting and then be presented with new information with which they will have to craft new ideas, solutions, or next steps in real time during that same meeting.

IOP 707 - Attitude Theory, Measurement, and Change

3

This course presents students with information on major attitude theories in the field of I/O psychology. Students will explore the inputs to job satisfaction and employee engagement as well as other work attitudes and examine the impact of these constructs in the workplace. Students will provide recommendations for how to increase job satisfaction and other work attitudes within the parameters laid out by mock organizations. Students will be expected to make recommendations that will create significant and lasting change while also recognizing the need to be fiscally responsible and judicious with resources for our mock organizations.

IOP 711 - Assessment of Individual Differences

3

This course focuses on how professionals engage in psychological testing in organizations with a broad scope of assessments of individuals and groups. Material will cover rationale and best practices for designing or evaluating different assessment models and instruments as well as how to conduct and implement the assessments within a workplace environment. The course will examine differing theoretical models of assessment as well as the ethical and professional issues that surround practice in this space. The course will also cover the use of assessment data to inform programs within organizations such as recruitment, selection, leadership and development, and succession planning.

IOP 712 - Advanced Talent Management and Motivation

3

This course covers the impacts of talent management on individuals and within organizations as well as its impact on organizational culture and metrics. Topics will focus on how to create integrated human capital programs and processes and measure the effectiveness of those integrated designs. The course will also stress the design of talent management philosophies, programs, and measurement techniques that drive employee motivation and business impact. Students will learn how to create organizational competency models and integrate those throughout the talent management framework. The course will heavily emphasize the ways in which talent management programs work within business strategies and frameworks to create a harmonized relationship.

IOP 714 - Advanced Performance Appraisal

3

This course will analyze the impact of common performance management practices as well as new trends and approaches in assessing individual and group performance within organizations. Topics will include assessing organizational factors that support or inhibit effective performance management as well as how to measure the effectiveness of various performance management initiatives. Additionally, the course will cover common feedback models and give students an opportunity to practice giving feedback using different formats and across assorted organizational simulations.

OL 500 - Leadership & Management Philosophies

3

This course explores fundamental leadership and management concepts at the individual, team, and organizational levels. This course will give students the opportunity to explore leadership and followership dynamics, as well as the role it plays in enhancing leadership capabilities and experiences. In addition, there is an emphasis on self-awareness and on understanding the importance of accountability and responsibility on individual, team, and organizational levels. The course presents a comprehensive, integrative, and practical focus related to leadership theory and management philosophies. Further, the course provides students with the opportunity to apply pertinent theories learned through literature and to enhance personal skill development through self-assessment exercises. Students will develop competitive knowledge, skills, and abilities for operating in today's global organizations.

OL 501 - Organizational Culture & Design

3

This course explores organizational culture at the interface of theory and practice to bring clarity, context, relevance and understanding to the topic. Future leaders will be prepared to use their knowledge as a powerful tool in creating a sustainable high performance organization. This course will also explore the interface of organization design and organizational identity, which will prepare graduates to design systems and processes that influence and respond to culture. Essential challenges to leadership will be explored, such as organizational culture alignment, in an increasingly dynamic climate.

OL 502 - Leading High Impact Teams

3

In this course, students will learn how to lead high performing teams that are collaborative, consistently learning, and able to achieve bottom line results. Specifically, students will learn best practices for composing a team and aligning individual and team goals. This course explores how to establish roles, build structures, and manage decision making so that teams excel. This course will also help students manage conflict and build trust, elements which have a profound impact on team performance. After completing this course, students will have a set of tools and practices that will enable them to effectively set up, run, evaluate, and continuously improve teams within organizations.

OL 503 - Innovation Process

3

Understanding how innovation occurs within and outside of individual organizations is essential for entrepreneurs, policymakers and researchers. Innovation the creation and implementation of a new product, process or service - occurs

within complex systems and system characteristics can help or hinder innovation. This course will emphasize the non-linear and complex nature of innovation, preparing students for the uncertainty that accompanies innovation and change initiatives. Theoretical frameworks will be presented from the literature and diverse examples will be presented to illustrate the ways in which organizations may navigate economic and regulatory environments, the impact of socio-economic context and how policy can improve innovation systems.

OL 504 - Leadership Assessment & Feedback Coaching

3

This course introduces students to the principles of individual assessment and their role in leadership development. Frameworks for conceptualizing the assessment process, specific strategies for assessing individual personality, cognitive ability, and workplace relevant behaviors (such as leadership skills, managerial styles, teamwork and other interpersonal skills, etc) will be considered. This course emphasizes strategies for the development of ethical, individually-focused assessment process. Students gain experience in choosing appropriate, valid, and reliable instruments, incorporating non-test assessment strategies (such as interviewing and behavioral analysis) and interpreting and integrating assessment data. Included are considerations for providing feedback coaching and informative assessment reports for coaching clients at each level of the organization.

OL 505 - Entrepreneurship

3

This course introduces students to entrepreneurship and the development of the entrepreneurial mindset. Students will learn about the entrepreneurial process, skills required and the necessary resilience to meet their business goals. This course is designed to help students evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture. Included in a consideration of challenges and rewards of entrepreneurship. Students will also be introduced to socially responsible entrepreneurship and intrapreneurship that will bolster leadership capabilities for founding new organizations and improving existing organizations.

OL 508 - Systems Thinking

3

Complex challenges and issues involve the interplay of a multitude of stakeholders, organizations and institutions. Students will be introduced to systems design, theory and methods to identify and design systemic interventions for social, policy, and business change. This course will prepare students to identify leverage points for intervention; evaluate the cascade effect of decisions and policies throughout a system; and effectively communicate to stakeholders how different elements of a complex challenge interconnect. This course will encourage students to identify and analyze broad questions and consider unintended consequences. While not a data visualization course, students will be encouraged to think visually and map systemic interactions to enhance their analytical abilities.

OL 700 - Contemporary Perspectives in Leadership Theory

3

This course presents a comprehensive, integrative, and practical perspective on contemporary leadership theories that have emerged over the past several decades. Additionally, the course explores how individuals can build their leadership capabilities while acting with authenticity, integrity, and creativity. The course presents an Adlerian perspective on leadership styles and explores Adlerian approaches to democratic leadership. Included is a special consideration of designing one's personal philosophy of leadership. Further, this course firmly distinguishes leadership from management. There is an emphasis on how skills and abilities in leadership and management can be developed

and applied by individuals in order to make a difference in organizations, communities, and/or societies. Ultimately, the course is intended to help students become more effective leaders in contexts where they currently serve or in contexts to which they aspire.

OL 701 - Followership

3

The purpose of this course is to move away from leader-centered theory to more integrated theory that includes the leader's relationship with and influence on followers. In doing so, this course will take into account not only those who exercise power, authority, and influence; but also those on whom power, authority, and influence are being exercised. Students will learn about different theories and definitions of followership, various ways followers can be categorized, and how followers often become subtle but influential leaders. Students will explore Adlerian view of organizational dynamics and Adlerian approaches to democratic organizational leadership. This course will help students to understand that the ability to take direction, get behind a plan and be a team player is as important as leadership to the success of an organization. To that end, the best leaders are also effective followers.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 702 - Organizational Culture & Climate

3

This course examines how organizational culture and climate can be bolstered and transformed. Through comprehensive assessment and understanding of an organization's current strengths and weaknesses, leaders can use culture to help attract and retain loyal and committed employees. This, in turn, can strengthen relationships with customers and other partners. This course will analyze the relationship between culture and strategy, seeking alignment between the two. The different kinds of cultures seen in high performing and low performing organizations will be explored in an effort to understand how cultural content affects organizational climate, behavior and business results. By the end of this course, students will gain an appreciation for how culture is learned and internalized based on ceremonies, myths, rituals, and symbols.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 703 - Advanced Leadership Communication Strategies

3

This course presents effective communication as an integral component of leadership strategy. A leader's competence in this area will aid in developing a foundation for designing effective messages, both written and oral, from concept to delivery. This course will allow students to develop a communication model that appropriately leverages the power of diverse audience perspectives while crafting persuasive messaging that will serve as a catalyst for change and innovation. The course incorporates Adlerian leadership principles, including the Adlerian Law of Movement as applied to organizations. In addition, students will be introduced to interactive oral and interpersonal communication skills critical to leaders, including strategies for presenting to a resistant audience, running effective and productive meetings, active listening, and contributing to group decision-making.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 704 - Diversity & Inclusion

3

This course will introduce and advance students' exposure to issues of accessibility, and the full range of human diversity including ability, language, culture, gender and age. The course will engage these different issues, addressing how different viewpoints can impact the interpretation and utility of knowledge. Additionally, this course will focus on how the application of different leadership principles and theories would not be applicable or would have to be changed in order to better engage with stakeholders. Furthermore, knowledge and theories from non-Western and/or critical viewpoints will be explored to challenge assumptions within the traditional organizational leadership and innovation scholarship

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 705 - Leading Innovation

3

This course will explore how innovation involves developing a consensus in multi-stakeholder groups, managing organizational change or leading the development of an innovative product or service. Innovation requires leadership that has vision, the ability to inspire and empower others, and courageously make strategic decisions. This course also addresses the consequences of various leadership styles that can thwart the innovation process. In addition, students will be encouraged to embrace failure not only as a potential barrier, but as an opportunity to leverage learning for future organizational success.

OL 706 - Analyzing & Interpreting Research

3

The course will allow students to understand the process through which data becomes information, information becomes knowledge, and how knowledge can be exchanged and transferred among different stakeholders. Students will observe how different theoretical lenses, ethical and cultural values, and personal backgrounds can shape the interpretation of data and information. Effective sharing of knowledge will depend on understanding an organization's needs, as well as leadership objectives and concerns. The course will cover cognitive aspects of knowledge creation, the importance of narrative in the interpretation and communication of knowledge, and the importance of different ways of knowledge transfer for different audiences.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 709 - Human Resources Management

3

This course examines everyday issues facing organizations such as attracting, selecting, and maintaining a productive workforce in today's competitive operating environment. Further, other nuances such as training and development, compensation, and employee performance evaluation will be discussed. Students will learn how to make the most effective use of their human capital through the use of human resource management strategy, organizational staffing, total rewards, employee and labor relations, and risk management. Students will also examine the responsibilities of organizational leadership for incorporating human resource issues in strategic planning and initiatives. The operational and administrative roles of human resource management will be emphasized, demonstrating that HR management is an important, complex, and strategic organizational activity that transcends accepting employment applications and keeping records.

OL 710 - Building Agility & Resilience

3

This course will examine the impact of resilient leadership on organizational sustainability. In particular, resilience will be explored on the individual, team and organizational level. Students will learn how to ensure their own health and productivity, as well as increase their accountability and adaptability. Students will also learn how to assist their team(s) with developing these skills and competencies. Doing so, will allow leaders to foster a culture of mindfulness, resilience, and adaptability within their organization. Topics covered will include fundamentals of resilience, the mindset and behaviour of a resilient leader, strategies for building and maintaining resilient teams and organizations, and identifying risks that may impact an organization and its agility/ability to change.

Prerequisites: Student must complete OL-700 prior to registering for this course.

Total Credit Hours Required: 66

**Students who completed the Social Justice Practicum (SJP), Community Service Practicum (CSP), or Community Engagement Project (CEP) as part of a previous Adler University degree program may transfer those credits in.*

Organizational Leadership, (Ph.D.)

Program Overview

The Ph.D. in Organizational Leadership teaches graduates to influence and invigorate organizations around the world as scholars, practitioners, and/or entrepreneurs. Students will have the ability to impact organizational and system transformation, innovation across commercial, public, and social contexts, solution-building for complex social challenges, and socially conscious organizational leadership. Students will develop a strong foundation in the theory and application of various contemporary leadership models, including vertical and horizontal approaches. Students have multiple opportunities to acquire leadership qualities and knowledge of specific practices. Further, students will enhance their ability to critically analyze research and data for the strategic and ethical implementation of organizational or societal initiatives.

The doctoral program focuses on providing students with innovative organizational leadership practices and prepares them to be thought leaders across a wide range of professional settings, including universities, industry and government, the nonprofit sector, and think tanks. Scholar-practitioners conduct high-quality research on organizational leadership and innovation for dissemination to scholarly and other audiences. Doctoral candidates are prepared to teach others in academic and industry-specific settings. Doctoral candidates will engage in service and outreach that enhances scholarship and its public impact. They will also be expected to conduct research with teleological objectives and social purpose.

Program Objectives

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

1. Apply existing and developing contemporary leadership models and/or theories to support organizational effectiveness in a global environment.
2. Implement practical, data-driven research that informs leadership decisions and contributes to the existing body of knowledge.
3. Synthesize new knowledge to inform decision making at operational and strategic levels of an organization.
4. Engage in Knowledge Translation and Exchange using advanced communication skills and awareness of cultural differences in global and domestic business interactions.
5. Analyze problems from a diverse perspective, including critical theory, to evaluate contemporary leadership practices [SRP].
6. Assess the ethical and strategic performance of business entities, taking into account cross-functional environments as they affect ethical decision making in domestic and global organizations.

Minimum Admission Requirements

Applicants to this program are required to have:

- A master's degree, by the date of matriculation, in Organizational Leadership, psychology, business, or a related discipline. Applicants who did not graduate from Adler University's Master of Arts in Organizational Leadership or an equivalent program may be required to complete the equivalency requirements in addition to the doctoral curriculum. See program requisites.
- A cumulative GPA of 3.0 or better (on a 4.0 scale) in their master's degree. Successful applicants typically have a GPA of 3.25 or higher on a 4.0 scale for graduate-level coursework.
- Two letters of recommendation from an individual who can speak to the applicant's likelihood of success in a doctoral program*
- A writing sample (e.g., a publication, report, or an essay or paper previously submitted as an assignment).
- Admissions interview.

*Applicants who are graduates or current students in good standing from Adler University master's degree programs may have one letter of recommendation and/or interview waived.

Program Requisites

Applicants are expected to have adequate coursework in the areas listed below. Applicants who did not graduate from Adler University's Master of Arts in Organizational Leadership, or an equivalent program, will be assessed to determine whether they have adequate coursework in the following master's-level course areas, with a letter grade of B or better.

Course Areas and Equivalent Courses at Adler

- One graduate-level research methods course: Research Methods (INDS 503) or Research Methods in Organizational Psychology (MAOP 546)
- SJP 515 - Social Justice Practicum I Student Practicum Onboarding and Intro to Social Justice
- SJP 505 - Practicum Fieldwork I
- SJP 516 - Social Justice Practicum II Civics, Socialization, and Community Organizing
- SJP 506 - Practicum Fieldwork II
- SJP 517 - Social Justice Practicum III Power and Intersectionality
- SJP 518 - Social Justice Practicum IV Defining & Applying Equity

Provisional Admission Status

Applicants admitted on a provisional basis must submit all outstanding collateral, as defined in their acceptance letter, prior to the end of their first course to achieve full admission status and continue in the program. Applicants not meeting this standard may be dismissed from the University.

Doctoral Qualifying Exams

Doctoral qualifying exams are a key feature of the Ph.D. program and allow students to demonstrate understanding and application of the program material before formally embarking on their dissertation process. Students are eligible to apply to take comprehensive exams after all program coursework has been completed. Doctoral qualifying exams will take place during a predetermined course post-completion of specific core courses. This process not only designates the exact time interactive components of the exam will take place but will act as a review of the student's current course standing and course completion status to ensure the student is eligible to take doctoral qualifying exams at that time.

The content of doctoral qualifying exams is made up of both written responses and a "live" presentation/discussion format.

- **Written component:** Students will receive three prompts and be required to respond in writing to two of the three prompts during the course. Written components will include literature reviews and should incorporate research aligned with the student's dissertation topic. Prompts will be given to students three weeks before

responses are due. Replies to the prompts will be due by a specific date and time, and failure to submit responses by the deadline will render the student's submission ineligible. Late deliverables are not accepted for doctoral qualifying exam submissions. Further information on the details needed for the written component will be given after the student receives approval to participate in the doctoral qualifying exams.

- **Presentation component:** After submission of the written component, students will have one week to prepare for and deliver a "live" online meeting to present ideas and recommendations related to one of the written prompts. The live meeting will be interactive, and students will be expected to field questions related to their ideas and recommendations. Further information on the details needed for the presentation component will be given after the student receives approval to participate in the doctoral qualifying exams.

Dissertation

The dissertation is the capstone of the Ph.D. program and showcases a student's research skills, critical thinking, and command of theories and data related to a topic of his or her choosing. Prior to working on the dissertation, students must complete all required coursework and pass the doctoral qualifying exams. To register for dissertation credit hours, students must be in compliance with the Satisfactory Academic Progress (SAP) Policy. Upon successfully passing the competency exams, students will be assigned to a dissertation chair. The online program director will assign readers who have experience and expertise related to the dissertation topic. These additional committee members, as well as the chair, serve as the formal dissertation committee for the student.

Ushering the dissertation process along is a student-owned process. Students should meet with their dissertation chair to discuss possible dissertation topics and plans for completing the dissertation. Dissertation chairs can provide perspective on research needed, as well as possible measurement strategies. Students should be meeting with the dissertation chair on an agreed-upon schedule. Students should also work with the appointed committee members to understand their expectations on key milestones, drafts to be submitted, and so on.

Students should incorporate feedback given by the dissertation chair and readers on all iterations of the dissertation deliverables. Students will continue to work on the dissertation to refine it and incorporate feedback, until such a point when a decision will be collaboratively made by the student and the dissertation chair that a dissertation defense may be scheduled. A date for presenting the final dissertation will be selected by the dissertation chair and the student. In the dissertation defense, students will present their materials to the committee and demonstrate their ability to discuss research, hypotheses, data, and findings on their selected topic and respond to questions posed by the committee. Dissertation defenses are open to the academic community, and individuals outside of the dissertation committee may be in attendance. Typically, revisions to the dissertation will need to be addressed after the defense. After a student has presented his or her findings during the defense, the committee will make one of the following decisions:

- Student does not pass.
- Student passes with major revisions needed; core analyses and/or theories need to be reworked, the literature review needs to be enhanced, and so on.
- Student passes with minor revisions needed; edits needed are likely cosmetic and could include creating a better reading flow in the document or clarifying points or findings for greater impact.
- Student passes with no revisions needed; the committee determines no revisions are needed.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Satisfactory completion of the Doctoral Qualifying Examination.
4. Satisfactory completion of a doctoral dissertation proposal, dissertation, oral defense, and submission of the final document.
5. A cumulative GPA of 3.0 or higher.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Doctor of Philosophy in Organizational Leadership.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

The program will consist of 66 post-baccalaureate credit hours, which includes requisite, core, elective, thesis/capstone, and practicum requirements.

Requisite Coursework and Social Justice Practicum (may come from M.A. degree) (6 Credits)

** Coursework from any Online Campus MA level program with Program Director approval.*

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must 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 no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites

our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

Core Coursework (36 credits)

OL 700 - Contemporary Perspectives in Leadership Theory

3

This course presents a comprehensive, integrative, and practical perspective on contemporary leadership theories that have emerged over the past several decades. Additionally, the course explores how individuals can build their leadership capabilities while acting with authenticity, integrity, and creativity. The course presents an Adlerian perspective on leadership styles and explores Adlerian approaches to democratic leadership. Included is a special consideration of designing one's personal philosophy of leadership. Further, this course firmly distinguishes leadership from management. There is an emphasis on how skills and abilities in leadership and management can be developed and applied by individuals in order to make a difference in organizations, communities, and/or societies. Ultimately, the course is intended to help students become more effective leaders in contexts where they currently serve or in contexts to which they aspire.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

OL 701 - Followership

3

The purpose of this course is to move away from leader-centered theory to more integrated theory that includes the leader's relationship with and influence on followers. In doing so, this course will take into account not only those who exercise power, authority, and influence; but also those on whom power, authority, and influence are being exercised. Students will learn about different theories and definitions of followership, various ways followers can be categorized, and how followers often become subtle but influential leaders. Students will explore Adlerian view of organizational dynamics and Adlerian approaches to democratic organizational leadership. This course will help students to understand that the ability to take direction, get behind a plan and be a team player is as important as leadership to the success of an organization. To that end, the best leaders are also effective followers.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 702 - Organizational Culture & Climate

3

This course examines how organizational culture and climate can be bolstered and transformed. Through comprehensive assessment and understanding of an organization's current strengths and weaknesses, leaders can use culture to help attract and retain loyal and committed employees. This, in turn, can strengthen relationships with customers and other partners. This course will analyze the relationship between culture and strategy, seeking alignment between the two. The different kinds of cultures seen in high performing and low performing organizations will be explored in an effort to understand how cultural content affects organizational climate, behavior and business results. By the end of this course, students will gain an appreciation for how culture is learned and internalized based on ceremonies, myths, rituals, and symbols.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 703 - Advanced Leadership Communication Strategies

3

This course presents effective communication as an integral component of leadership strategy. A leader's competence in this area will aid in developing a foundation for designing effective messages, both written and oral, from concept to delivery. This course will allow students to develop a communication model that appropriately leverages the power of diverse audience perspectives while crafting persuasive messaging that will serve as a catalyst for change and innovation. The course incorporates Adlerian leadership principles, including the Adlerian Law of Movement as applied to organizations. In addition, students will be introduced to interactive oral and interpersonal communication skills critical to leaders, including strategies for presenting to a resistant audience, running effective and productive meetings, active listening, and contributing to group decision-making.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 704 - Diversity & Inclusion

3

This course will introduce and advance students' exposure to issues of accessibility, and the full range of human diversity including ability, language, culture, gender and age. The course will engage these different issues, addressing how different viewpoints can impact the interpretation and utility of knowledge. Additionally, this course will focus on how the application of different leadership principles and theories would not be applicable or would have to be changed in order to better engage with stakeholders. Furthermore, knowledge and theories from non-Western and/or critical viewpoints will be explored to challenge assumptions within the traditional organizational leadership and innovation scholarship

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 705 - Leading Innovation

3

This course will explore how innovation involves developing a consensus in multi-stakeholder groups, managing organizational change or leading the development of an innovative product or service. Innovation requires leadership that has vision, the ability to inspire and empower others, and courageously make strategic decisions. This course also addresses the consequences of various leadership styles that can thwart the innovation process. In addition, students will be encouraged to embrace failure not only as a potential barrier, but as an opportunity to leverage learning for future organizational success.

OL 706 - Analyzing & Interpreting Research

3

The course will allow students to understand the process through which data becomes information, information becomes knowledge, and how knowledge can be exchanged and transferred among different stakeholders. Students will observe how different theoretical lenses, ethical and cultural values, and personal backgrounds can shape the interpretation of data and information. Effective sharing of knowledge will depend on understanding an organization's needs, as well as leadership objectives and concerns. The course will cover cognitive aspects of knowledge creation,

the importance of narrative in the interpretation and communication of knowledge, and the importance of different ways of knowledge transfer for different audiences.

Prerequisites: Student must complete OL-700 prior to registering for this course.

IOP 708 - Advanced Research Methods and Design I: Qualitative Methods

3

This course focuses on qualitative research methods and provides students with hands-on experience to prepare them for the initial stages of the research process. The course provides in-depth analysis and discussion on various qualitative research methods and design approaches in terms of their pros and potential cons when exploring a variety of research questions. Students will also learn how to collect information relevant to research questions that they have and how to write up summaries to capture important information from reviewed literature. Students will identify a hypothesis they want to explore related to dissertation research interests and build a literature review on a topic of their choosing. This is the first of two research courses that build upon one another. IOP-709: Advanced Research Methods and Design II should not be taken until IOP-708: Advanced Research Methods and Design I is successfully completed.

IOP 709 - Advanced Research Methods and Design II : Quantitative Methods

3

This course will cover quantitative research designs and provide students with practical experience in activities required to progress through the research process, building on concepts learned in IOP-708: Advanced Research Methods and Design I. Students will learn how to devise experiments to test hypotheses and how to evaluate the effectiveness of those designs. The course will incorporate statistical concepts as students will use various data analysis models to analyze experimental data. Students will use SPSS software to aggregate and analyze data. Throughout the course, students will design a study, collect and analyze data, and present their findings in an APA-style paper.

OL 710 - Building Agility & Resilience

3

This course will examine the impact of resilient leadership on organizational sustainability. In particular, resilience will be explored on the individual, team and organizational level. Students will learn how to ensure their own health and productivity, as well as increase their accountability and adaptability. Students will also learn how to assist their team(s) with developing these skills and competencies. Doing so, will allow leaders to foster a culture of mindfulness, resilience, and adaptability within their organization. Topics covered will include fundamentals of resilience, the mindset and behaviour of a resilient leader, strategies for building and maintaining resilient teams and organizations, and identifying risks that may impact an organization and its agility/ability to change.

Prerequisites: Student must complete OL-700 prior to registering for this course.

IOP 716 - Advanced Group Dynamics

3

This course explores differentiated concepts of interpersonal behavior in small groups. Students will learn about research in the field of group dynamics as well as the applicability of that research to modern organizations. The course will focus on how to enhance the effectiveness of existing small groups and also how to structure small groups based on individual assessment data. Additionally, students will learn about the roles they tend to play in groups themselves to help shape their understanding of their own preferences when operating in a group.

Comprehensive Exam (3 credits)

OL 707 - Comprehensive Exams

3

The purpose of the exams is to assess student's mastery of Organizational Leadership content delivered throughout the program, and to gauge student's readiness for future doctoral work. Evidence of this mastery is required for students to proceed with the dissertation phases of the program.

Prerequisites: Student must complete OL-700 prior to registering for this course.

Dissertation (12 credits)

OL 708 - Doctoral Dissertation

1 - 12

This course provides support and structure to the preparation and completion of the dissertation prospectus. Students will take this course to conduct research on a topic area or idea for the dissertation. This course will consist of the student reviewing the dissertation handbook and meeting with the faculty member serving as the dissertation chair on an agreed upon schedule. The deliverables for this course include: a finalized prospectus including the problem being studied, a bibliography of sources to examine the work that has been done to study the problem in the literature, and an outline for an approach for further research as a first set of milestones; it will also include the final dissertation report/manuscript, and an oral defense of the dissertation in front of an examination committee.

Prerequisites: Student must complete OL-700 prior to registering for this course.

Elective Coursework (9 credits)

MAMP 501 - Operational Psychology

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means,

objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

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

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MIO 509 - Group Dynamics

3

Effective Spring 2015. Prerequisite: MIO-502. In this course, students are introduced to the function and structure of groups to promote organizational effectiveness. The science behind group decision-making, process and communication are explored. Course topics also cover conflict resolution, leadership and power, collaboration and shared goals. Students learn techniques to optimize group performance with special emphasis on building high-performance teams to meet business challenges. To increase awareness of how individual difference affects group

dynamics, students take a variety of personality measures highlighting personal strengths and weaknesses. They apply these findings to group membership and discuss career applications of working with groups and teams. Social justice concepts are applied to ethical decision-making in group work.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

IOP 702 - Advanced Organizational Theory

3

This advanced course will use the tenets of organizational behavior and organizational theory to explore the factors that most influence successful business decisions and interactions. Insights will be used to address how leaders can understand, act upon, and increasingly strengthen organizational culture, values, ethics, and overall effectiveness. A core focus of the course will be addressing which theories are most appropriate for different business issues and how disparate theories can be harmonized to solve business challenges.

IOP 706 - Advanced Consulting Skills

3

This course focuses on effective consulting by presenting students with common and unique business challenges and

exploring possible solutions. Students will be presented with multiple data points on organizational challenges and be asked to find solutions for these challenges with a mock client. Leveraging Block's framework, students will be asked to write proposals, respond to case study information, and interact in real time to questions posed by an outside stakeholder. The course will have interactive components where students will prepare information before a mock business meeting and then be presented with new information with which they will have to craft new ideas, solutions, or next steps in real time during that same meeting.

IOP 712 - Advanced Talent Management and Motivation

3

This course covers the impacts of talent management on individuals and within organizations as well as its impact on organizational culture and metrics. Topics will focus on how to create integrated human capital programs and processes and measure the effectiveness of those integrated designs. The course will also stress the design of talent management philosophies, programs, and measurement techniques that drive employee motivation and business impact. Students will learn how to create organizational competency models and integrate those throughout the talent management framework. The course will heavily emphasize the ways in which talent management programs work within business strategies and frameworks to create a harmonized relationship.

IOP 714 - Advanced Performance Appraisal

3

This course will analyze the impact of common performance management practices as well as new trends and approaches in assessing individual and group performance within organizations. Topics will include assessing organizational factors that support or inhibit effective performance management as well as how to measure the effectiveness of various performance management initiatives. Additionally, the course will cover common feedback models and give students an opportunity to practice giving feedback using different formats and across assorted organizational simulations.

OL 502 - Leading High Impact Teams

3

In this course, students will learn how to lead high performing teams that are collaborative, consistently learning, and able to achieve bottom line results. Specifically, students will learn best practices for composing a team and aligning individual and team goals. This course explores how to establish roles, build structures, and manage decision making so that teams excel. This course will also help students manage conflict and build trust, elements which have a profound impact on team performance. After completing this course, students will have a set of tools and practices that will enable them to effectively set up, run, evaluate, and continuously improve teams within organizations.

OL 503 - Innovation Process

3

Understanding how innovation occurs within and outside of individual organizations is essential for entrepreneurs, policymakers and researchers. Innovation the creation and implementation of a new product, process or service - occurs within complex systems and system characteristics can help or hinder innovation. This course will emphasize the non-linear and complex nature of innovation, preparing students for the uncertainty that accompanies innovation and change initiatives. Theoretical frameworks will be presented from the literature and diverse examples will be presented to illustrate the ways in which organizations may navigate economic and regulatory environments, the impact of socio-economic context and how policy can improve innovation systems.

OL 504 - Leadership Assessment & Feedback Coaching

3

This course introduces students to the principles of individual assessment and their role in leadership development. Frameworks for conceptualizing the assessment process, specific strategies for assessing individual personality, cognitive ability, and workplace relevant behaviors (such as leadership skills, managerial styles, teamwork and other interpersonal skills, etc) will be considered. This course emphasizes strategies for the development of ethical, individually-focused assessment process. Students gain experience in choosing appropriate, valid, and reliable instruments, incorporating non-test assessment strategies (such as interviewing and behavioral analysis) and interpreting and integrating assessment data. Included are considerations for providing feedback coaching and informative assessment reports for coaching clients at each level of the organization.

OL 505 - Entrepreneurship

3

This course introduces students to entrepreneurship and the development of the entrepreneurial mindset. Students will learn about the entrepreneurial process, skills required and the necessary resilience to meet their business goals. This course is designed to help students evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture. Included in a consideration of challenges and rewards of entrepreneurship. Students will also be introduced to socially responsible entrepreneurship and intrapreneurship that will bolster leadership capabilities for founding new organizations and improving existing organizations.

OL 508 - Systems Thinking

3

Complex challenges and issues involve the interplay of a multitude of stakeholders, organizations and institutions. Students will be introduced to systems design, theory and methods to identify and design systemic interventions for social, policy, and business change. This course will prepare students to identify leverage points for intervention; evaluate the cascade effect of decisions and policies throughout a system; and effectively communicate to stakeholders how different elements of a complex challenge interconnect. This course will encourage students to identify and analyze broad questions and consider unintended consequences. While not a data visualization course, students will be encouraged to think visually and map systemic interactions to enhance their analytical abilities.

OL 709 - Human Resources Management

3

This course examines everyday issues facing organizations such as attracting, selecting, and maintaining a productive workforce in today's competitive operating environment. Further, other nuances such as training and development, compensation, and employee performance evaluation will be discussed. Students will learn how to make the most effective use of their human capital through the use of human resource management strategy, organizational staffing, total rewards, employee and labor relations, and risk management. Students will also examine the responsibilities of organizational leadership for incorporating human resource issues in strategic planning and initiatives. The operational and administrative roles of human resource management will be emphasized, demonstrating that HR management is an important, complex, and strategic organizational activity that transcends accepting employment applications and keeping records.

Total Credit Hours Required: 66

*Students who completed the Social Justice Practicum (SJP), Community Service Practicum (CSP), or Community Engagement Project (CEP) as part of a previous Adler University degree program may transfer those credits in.

Master's Level Programs

Industrial and Organizational Psychology: Data Science Concentration, (M.A.)

Program Overview

The 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. Students are prepared to be industrial and organizational 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 through intensive online coursework that culminates with a capstone or thesis project. 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. The program is designed to give students the skills to identify and address shared problems, and fosters the development of social responsibility, corporate citizenship, social justice, and respect through evidence-based action. This program does not lead to professional licensure or certification.

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.

Graduation Requirements

1. Satisfactory completion of required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Industrial and Organizational Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (24 Credits)

MIO 502 - Organizational Theory

3

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

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and

research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

Social Justice Practicum (3 Credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their

plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that

begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (6 Credits)

(Note: Students electing to complete the Human Resources Management Concentration will take four elective courses: MIO 520; MIO 527; MIO 528; and IOP 701)

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will

be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

MIO 527 - Overview of Human Resources Management

3

This course introduces roles and responsibilities within human resource management and explores the design and implementation of effective total rewards programs, recognition strategies, management practices, HR policies, workplace health and safety, initiatives and employee relations approaches. The material in this course will allow learners to identify and evaluate the human resources needs for an organization and design approaches to service those needs using job analysis, empirical data, and pilot studies.

MIO 528 - Risk and Change Management

3

This course covers the internal and external forces that necessitate change in organizations such as technological innovation, competitive pressures, generational preferences and differences, social issues, and political trends. This course covers the impact on employees and organizations when changes are managed proactively as well as reactively. Topics will include the role of leadership in assessing risk of change or lack of change, the process of identifying individuals, systems, policies and procedures impacted by change, and how to measure the impact of change initiatives.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 36

Note: Students electing to complete the Human Resources Management concentration will complete two extra 3-credit courses, for a total of 42 credits.

Concentration in Data Science

The Data Science concentration focuses on exploring key concepts and methods in data science. Students will gain knowledge and skills in analyzing data and explore systems involved in data manipulation. Students will utilize data sets to analyze organizational issues and challenges. The fundamentals of statistical testing will be explored. Students will gain skills in data analysis, programming, and data mining.

Concentration Objectives

1. Analyze data science principles and concepts.
2. Examine the fundamental principles of data analysis, programming, and data mining.
3. Apply data analytic methods to solve real world problems with relevance to social justice.

Concentration Course Requirements*

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

Industrial and Organizational Psychology: Human Resources Management Concentration, (M.A.)

Program Overview

The 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. Students are prepared to be professionals with the 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. This is done through intensive online coursework that culminates with a capstone or thesis project. 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. The program is designed to give students the skills to identify and address shared problems, and fosters the development of social responsibility, corporate citizenship, social justice, and respect through evidence-based action. This program does not lead to professional licensure or certification.

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.

Graduation Requirements

1. Satisfactory completion of required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Industrial and Organizational Psychology

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (24 Credits)

MIO 502 - Organizational Theory

3

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

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

Effective Spring 2015. Prerequisite: MIO-502. In this course, students are introduced to the function and structure of

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

Social Justice Practicum (3 Credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This

experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (6 Credits)

(Note: Students electing to complete the Human Resources Management Concentration will take four elective courses: MIO 520; MIO 527; MIO 528; and IOP 701)

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

MIO 527 - Overview of Human Resources Management

3

This course introduces roles and responsibilities within human resource management and explores the design and implementation of effective total rewards programs, recognition strategies, management practices, HR policies, workplace health and safety, initiatives and employee relations approaches. The material in this course will allow learners to identify and evaluate the human resources needs for an organization and design approaches to service those needs using job analysis, empirical data, and pilot studies.

MIO 528 - Risk and Change Management

3

This course covers the internal and external forces that necessitate change in organizations such as technological innovation, competitive pressures, generational preferences and differences, social issues, and political trends. This course covers the impact on employees and organizations when changes are managed proactively as well as reactively. Topics will include the role of leadership in assessing risk of change or lack of change, the process of identifying individuals, systems, policies and procedures impacted by change, and how to measure the impact of change initiatives.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology.

Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed.

The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 42

Note: Students electing to complete the Human Resource Management concentration will complete two extra 3-credit courses for a total of 42 credits.

Concentration in Human Resources Management

The purpose of this concentration is to build competencies necessary for human resources management (HRM) in organizations and prepare learners to develop, lead, and implement all aspects of HRM and project work. This concentration will prepare students to analyze, design, enhance, and execute effective, evidence-based human resources processes, programs, and practices in organizations. With a focus on both academic theory as well as practical application, this certificate allows students to recommend and implement industry best practice solutions backed by decades of psychological research. The courses within this concentration have an additional focus on strategic diversity and inclusion practices across a spectrum of industries to further develop skill in consulting for small, large, and multi-national organizations on important social justice initiatives.

Concentration Objectives

1. Evaluate organizational engagement satisfaction and performance from a human resources perspective.
2. Analyze and design organizational programs addressing total reward practices, labor relations, and HR policy.
3. Identify legally defensible and impactful recruitment and selection practices to bring in talent to drive organizational goals and strategies.
4. Build consultative relationships that allow you to drive change in relation to leadership practices, diversity and inclusion strategies, and organizational social justice initiatives.
5. Recommend people, practices, and programs that support a strategic human resources management model and link to the overall mission and vision of an organization.

Concentration Course Requirements*

Students completing the concentration in Human Resource Management must complete the following three courses for their elective coursework requirements:

*Thesis/Capstone topic must be consistent with concentration.

*The Human Resources Management concentration is aligned with the Society of Human Resource Management (SHRM). These four elective courses will prepare you to sit for SHRM exam after graduation. Please note that taking the SHRM exam is not a graduation requirement.

MIO 527 - Overview of Human Resources Management

3

This course introduces roles and responsibilities within human resource management and explores the design and implementation of effective total rewards programs, recognition strategies, management practices, HR policies, workplace health and safety, initiatives and employee relations approaches. The material in this course will allow learners to identify and evaluate the human resources needs for an organization and design approaches to service those needs using job analysis, empirical data, and pilot studies.

MIO 528 - Risk and Change Management

3

This course covers the internal and external forces that necessitate change in organizations such as technological innovation, competitive pressures, generational preferences and differences, social issues, and political trends. This course covers the impact on employees and organizations when changes are managed proactively as well as reactively. Topics will include the role of leadership in assessing risk of change or lack of change, the process of identifying individuals, systems, policies and procedures impacted by change, and how to measure the impact of change initiatives.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

Industrial and Organizational Psychology: Training and Development Concentration, (M.A.)

Program Overview

The 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. Students are prepared to be industrial and organizational 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. This is done through intensive online coursework that culminates with a capstone or thesis project. 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. The program is designed to give students the skills to identify and address shared problems, and fosters the development of social responsibility, corporate citizenship, social justice, and respect through evidence-based action. This program does not lead to professional licensure or certification.

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.

Graduation Requirements

1. Satisfactory completion of required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Industrial and Organizational Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.

- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (24 Credits)

MIO 502 - Organizational Theory

3

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

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

Social Justice Practicum (3 Credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (6 Credits)

(Note: Students electing to complete the Human Resources Management Concentration will take four elective courses: MIO 520; MIO 527; MIO 528; and IOP 701).

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

MIO 527 - Overview of Human Resources Management

3

This course introduces roles and responsibilities within human resource management and explores the design and implementation of effective total rewards programs, recognition strategies, management practices, HR policies, workplace health and safety, initiatives and employee relations approaches. The material in this course will allow learners to identify and evaluate the human resources needs for an organization and design approaches to service those needs using job analysis, empirical data, and pilot studies.

MIO 528 - Risk and Change Management

3

This course covers the internal and external forces that necessitate change in organizations such as technological innovation, competitive pressures, generational preferences and differences, social issues, and political trends. This course covers the impact on employees and organizations when changes are managed proactively as well as reactively. Topics will include the role of leadership in assessing risk of change or lack of change, the process of identifying individuals, systems, policies and procedures impacted by change, and how to measure the impact of change initiatives.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be

needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in

consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 36

Note: Students electing to complete the Human Resources Management concentration will complete two extra 3-credit courses, for a total of 42 credits.

Concentration in Training and Development

Students will obtain key skills and knowledge in training and employee development. In this concentration, students will explore e-learning methods and how to implement training and development, including needs assessment and training evaluation. Students will gain experience developing training programs that incorporate different training methodologies to improve organizational effectiveness.

Concentration Objectives

1. Explore key theories and concepts in the field of training and development.
2. Apply models and concepts of training to real-world issues with relevance to social justice.
3. Evaluate training methods used in e-learning.

Concentration Course Requirements*

Students completing the emphasis in Training and Development must complete the following two courses for their elective coursework requirements.

*Thesis/Capstone topic must be consistent with concentration.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

Organizational Leadership, (M.A.)

Program Overview

The Master of Arts in Organizational Leadership program provides students with a theoretical understanding and practical tool set to prepare them to impact the learning capacity of individuals, teams, and organizations. Further, students will be able to access experiential learning opportunities in which to apply theory-informed tools and methods and leadership philosophies to socially responsible practice and applied innovation. This degree will provide pathways for students to become practitioners and/or scholars of organizational leadership and associated research.

Successful completion of the M.A. in Organizational Leadership will prepare students to influence and invigorate organizations around the world as scholars, practitioners, or entrepreneurs. Graduates will have the ability to impact organizational and system transformation, innovate across commercial, public, and social contexts, build solutions for complex social challenges, and translate leadership theories into real-world management and socially responsible practice. Students will develop a strong foundation in the theory and application of various contemporary leadership models, including both vertical and horizontal approaches to leadership. Further, students will enhance their ability to critically analyze research and data for the strategic and ethical implementation of organizational or societal initiatives.

Program Objectives

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

1. Leverage existing research to inform decision making at operational and strategic levels of an organization.
2. Apply learned communication skills and awareness of cultural differences in global and domestic business interactions.
3. Apply contemporary leadership models and/or theories to support organizational effectiveness in a global environment.
4. Analyze problems from a diverse perspective, propose effective solutions, and evaluate the impact of executive decisions.
5. Assess the ethical and strategic performance of business entities, taking into account decision-making processes in domestic and global organizations.
6. Apply leadership and innovation frameworks to identify problem points, mitigate organizational, and system challenges.
7. Evaluate entrepreneurial concepts and business strategies in order to strengthen leadership qualities.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Organizational Leadership.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 credits)

OL 500 - Leadership & Management Philosophies

3

This course explores fundamental leadership and management concepts at the individual, team, and organizational levels. This course will give students the opportunity to explore leadership and followership dynamics, as well as the role it plays in enhancing leadership capabilities and experiences. In addition, there is an emphasis on self-awareness and on understanding the importance of accountability and responsibility on individual, team, and organizational levels. The course presents a comprehensive, integrative, and practical focus related to leadership theory and management philosophies. Further, the course provides students with the opportunity to apply pertinent theories learned through literature and to enhance personal skill development through self-assessment exercises. Students will develop competitive knowledge, skills, and abilities for operating in today's global organizations.

OL 501 - Organizational Culture & Design

3

This course explores organizational culture at the interface of theory and practice to bring clarity, context, relevance and understanding to the topic. Future leaders will be prepared to use their knowledge as a powerful tool in creating a sustainable high performance organization. This course will also explore the interface of organization design and organizational identity, which will prepare graduates to design systems and processes that influence and respond to culture. Essential challenges to leadership will be explored, such as organizational culture alignment, in an increasingly dynamic climate.

OL 502 - Leading High Impact Teams

3

In this course, students will learn how to lead high performing teams that are collaborative, consistently learning, and able to achieve bottom line results. Specifically, students will learn best practices for composing a team and aligning individual and team goals. This course explores how to establish roles, build structures, and manage decision making so that teams excel. This course will also help students manage conflict and build trust, elements which have a profound impact on team performance. After completing this course, students will have a set of tools and practices that will enable them to effectively set up, run, evaluate, and continuously improve teams within organizations.

OL 503 - Innovation Process

3

Understanding how innovation occurs within and outside of individual organizations is essential for entrepreneurs, policymakers and researchers. Innovation the creation and implementation of a new product, process or service - occurs within complex systems and system characteristics can help or hinder innovation. This course will emphasize the non-linear and complex nature of innovation, preparing students for the uncertainty that accompanies innovation and change initiatives. Theoretical frameworks will be presented from the literature and diverse examples will be presented to illustrate the ways in which organizations may navigate economic and regulatory environments, the impact of socio-economic context and how policy can improve innovation systems.

OL 504 - Leadership Assessment & Feedback Coaching

3

This course introduces students to the principles of individual assessment and their role in leadership development. Frameworks for conceptualizing the assessment process, specific strategies for assessing individual personality, cognitive ability, and workplace relevant behaviors (such as leadership skills, managerial styles, teamwork and other interpersonal skills, etc) will be considered. This course emphasizes strategies for the development of ethical, individually-focused assessment process. Students gain experience in choosing appropriate, valid, and reliable instruments, incorporating non-test assessment strategies (such as interviewing and behavioral analysis) and interpreting and integrating assessment data. Included are considerations for providing feedback coaching and informative assessment reports for coaching clients at each level of the organization.

OL 505 - Entrepreneurship

3

This course introduces students to entrepreneurship and the development of the entrepreneurial mindset. Students will

learn about the entrepreneurial process, skills required and the necessary resilience to meet their business goals. This course is designed to help students evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture. Included in a consideration of challenges and rewards of entrepreneurship. Students will also be introduced to socially responsible entrepreneurship and intrapreneurship that will bolster leadership capabilities for founding new organizations and improving existing organizations.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Coursework (9 credits)

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

OL 508 - Systems Thinking

3

Complex challenges and issues involve the interplay of a multitude of stakeholders, organizations and institutions. Students will be introduced to systems design, theory and methods to identify and design systemic interventions for social, policy, and business change. This course will prepare students to identify leverage points for intervention; evaluate the cascade effect of decisions and policies throughout a system; and effectively communicate to stakeholders how different elements of a complex challenge interconnect. This course will encourage students to identify and analyze broad questions and consider unintended consequences. While not a data visualization course, students will be encouraged to think visually and map systemic interactions to enhance their analytical abilities.

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

Thesis or Capstone Courses (3 credits)

OL 506 - Thesis

1 - 3

Course may be taken multiple times for credit. The M.A. Thesis is a student-directed study conducted in consultation with an assigned Chair and Reader in an area of organizational leadership with relevance to the curriculum. The

research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process.

or

OL 507 - Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will require students to communicate with a "client" organization during which they will develop the ability to determine and communicate socially responsible recommendations based on their learnings in organizational leadership. Students will identify with their client a current or emerging business, policy or organizational challenge, and complete an applied research project that demonstrates their mastery of culturally competent engagement as a socially responsible practitioner.

Total Credit Hours Required: 36

Psychology: Child and Adolescent Development Concentration, (M.A.)

Program Overview

The Master of Arts in Psychology is a nonclinical degree program designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The program incorporates Adler University's social justice mission, emphasizing inclusiveness and culturally competent practices that prepare passionate agents of change to meet the ever-evolving needs of dynamic workplace settings and thriving diverse communities. Students will master core competencies in socially responsible practice, applied research, business and community applications, and varied skills for leadership, program management, and global communication.

Experienced faculty members will guide students through a rigorous curriculum that focuses on building academic knowledge and developing professional skills. Students will apply real-world problem solving and develop solutions that apply the principles of applied psychology and demonstrate a commitment to social justice within a wide variety of environments. Students will also complete a thesis or capstone project that will reflect the culmination of their learning and training experiences within the program and will serve to advance their preparation to contribute to the field.

Graduates of this program will use the knowledge they have gained to implement effective solutions, resolve practical problems, improve the experience of individuals and groups, and participate in their field of interest within a diverse global community. Program graduates will be poised to practice and lead within diverse fields and occupations such as business and industry, government and non-governmental organizations, nonprofit systems, public and behavioral healthcare systems, human resource management, sports psychology, addictions, family and domestic violence, veteran's affairs, public safety and emergency management systems, and nonclinical youth and older adult services.

Program Objectives

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

1. Analyze principles and theories that impact individuals, systems, and groups within diverse global communities.

2. Evaluate ethical standards in a variety of environments and social systems as they relate to practical problem solving within the practice of applied psychology.
3. Devise evidence-based qualitative and quantitative research strategies that are responsive to diverse system needs within the field of applied psychology.
4. Advance cultural competence by evaluating dynamic problems of human experience and proposing socially responsible solutions.
5. Provide critical analysis of local and global systems within the professional practice of applied psychology.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 credits)

PSYC 500 - History & Systems for Applied Psychology

3

This course will focus on the conceptual origins and evolution of modern ideas in applied psychology with an emphasis on historical and contemporary viewpoints that have influenced and shaped accepted models and systems within the field. Students will examine major theories, frameworks, and historical influences in relation to the current practice of applied psychology. This course will include a consideration of the early philosophers and the modern integration of

theory and applied research. Students will evaluate the social, cultural, political, and scientific contexts that fostered the origins and development of applied psychology and analyze multifaceted issues related to the development of the discipline.

PSYC 501 - Ethics & Socially Responsible Practice For Applied Psychology

3

This course focuses on establishing and promoting ethical and socially responsible practice within the field of applied psychology. Students will evaluate human rights, welfare, and public health and safety of groups and individuals as these constructs relate to the practice of applied psychology. This course will prepare students to apply socially responsible practice and leadership approaches within a variety of environments and systems. Students will explore foundations and delivery systems for building effective and ethical organizations, groups, and systems. Students will also apply ethical strategies for problem solving, explore best practice models within social justice focused delivery systems, and evaluate the integration of ethical frameworks in communities and public and private sector systems.

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

PSYC 505 - Diversity & Individual Differences

3

In this course, students will examine the value and nature of diversity and individual differences within groups, communities, and global environments in contemporary society. This course will explore the meaning and dimensions of diversity from an individual and systems perspective and the various contexts of diversity at the individual, group, domestic, organizational, and global level. Concepts such as power, privilege, individual and group identity, age, gender, sexual orientation, culture, race, ethnicity, religion, socioeconomic status, and health and ability status will be examined. This course will emphasize experiential and theoretical learning, including self-reflection and the exploration of personal identity, so that students may develop and apply culturally and socially responsive skills and

attitudes within their personal and professional lives. Research, theoretical frameworks, and models for understanding diversity and identity will be presented throughout the course for personal and professional development and students will integrate diverse perspectives into their personal and professional practice as socially responsible practitioners within the field.

PSYC 506 - Adlerian Psychology: Community Applications

3

Adlerian Psychology takes an ecological approach to human functioning, focusing on health and wellness in the interaction between individuals and larger social systems. Dysfunction results from not having a well-developed sense of social interest and connectedness which leads to a misguided notion of place and withdrawal from effective functioning in work, social relations, and intimacy. This area of psychology is also primarily concerned with strength-based interventions and strategies that encourage collaboration across multiple systems and disciplines. In this course, students will explore the impact of Adlerian principles on quality of life for individuals, communities and systems within diverse global communities. Students in this course will analyze contributions of Adlerian Psychology in a holistic system including social interest/community feeling, belonging, functioning horizontally versus vertically, collaboration, inclusion, shared responsibility, shared commitment, mutual respect, shared ownership and problem solving, and the role of phenomenology in the creation of individual and collective mental models. Students will explore theory and research on community applications of Adlerian Psychology as they address problems related to a range of pervasive social issues that impact the health and welfare of individuals, communities, and systems. This course will also include a consideration of intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism, fundraising, and policy analysis.

PSYC 509 - Cognitive, Affective, and Biological Bases of Behaviors

3

This course explores historical and contemporary research on cognitive, affective, and biological determinants of behavior throughout the lifespan. Students will explore practical applications of research on brain development, emotional experiences, reality, perception, language, behavioral responses, learning, memory, and behavioral health functioning. This course will critically evaluate the impact of cognition, emotion, gender, and biology on self-regulation and well-being and will examine the biopsychosocial determinants of behavior within culture and society and through the context of socially responsible practice within communities.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a

formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to

utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 credits)

GSS 520 - Theories of Gender and Sexuality

3

This course provides a survey of foundational, seminal, and emerging theories of gender and sexuality, along with a view of how these theories apply to identity development and societal interactions. Topics covered will include an overview of the spectrum of gender and sexuality studies, and Crenshaw's work on intersectionality. Specific theories may include queer theory, post-modern theory, and social constructionism.

GSS 521 - Social and Cultural Evolution of Gender And Sexuality

3

This course explores social movements, media representations, and the cultural acceptance and exclusion of gender and

sexual minorities through a historical lens. The continuous friction between acceptance and exclusionary forces sets the foundation for examining concepts in this course. Milestone movements and counter-movements, groups, and participants will be reviewed for their contributions and impacts within the minority communities and society as a whole. Additionally, the evolving portrayal of gender and sexual minorities in the media, and its effect on the cultural landscape, will be analyzed.

GSS 522 - Social Justice, Gender, Sexuality, and The Law

3

Recognizing the impact of law and policy on the experiences and lives of gender and sexual minorities, this course explores those effects both nationally and globally. This course examines laws and policies related to non-inclusion in equal protection clauses including marriage, housing, employment, and health services for gender and sexual minorities. Students will analyze the human rights of gender and sexual minorities on an international level. This course discusses approaches to social justice and legal support for gender and sexual minorities with a focus on advocacy and activism.

EML 502 - Supporting Functional Needs Populations In Disasters

3

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.

EML 505 - Leading in Times of Crisis

3

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

PSYC 504 - Life Span Development

3

In this course, students explore the stages and transitions of physical, cognitive, emotional, and social development across the life span. The course includes a consideration of cross-cultural, gender, familial, and historical perspectives as they relate to life span development. The course will focus on the interaction and relationships between genetic and environmental influences on human development. Course content areas will include personal and interpersonal growth across the life span, Adlerian birth order and family constellation theory, perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction within a variety of systems. Students will explore the application of the aforementioned concepts to the practice of applied psychology throughout the course.

PSYC 513 - Multicultural Youth Development

3

This course provides an overview of theory and techniques in youth development. The course offers an overview of the various social systems that affect child and adolescent development and well-being. Further, the course will address the natural development of children as they mature over time along with the progressive maturational milestones that young people may experience. Students will also design programs to intentionally enhance, support, and facilitate the optimal development of young people or families. Students will examine development processes as they occur in cross-cultural contexts.

CRIM 501 - Juvenile Justice

3

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 to reducing delinquency and victimization such as mentoring, therapy, and D.A.R.E. will be debated.

HWP 514 - Positive Psychology for Health and Wellness

3

This course explores the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life. The course will include an investigation of experiential understanding of positive interventions. Students will have the opportunity to learn how positive approaches may encourage cognitive emotional and character strengths throughout the life span.

HWP 515 - Mindfulness-Based Approaches to Health And Wellness

3

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.

HWP 516 - Biological Bases for Health and Wellness

3

This course provides an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological well-being. Students will be exposed to different explanatory models of human

functioning from a naturalistic and holistic organism perspective. An emphasis will be placed on the influence of attitude, motivation, and choice in maintaining healthy and sustainable lifestyles. Further, this course will offer insight into the individual decision-making process and how using proper self-care supports biological health and wellness. The bio-psycho-social-spiritual model for health and behavioral well-being will be critically examined as it applies to illness management and recovery.

MAMP 500 - Survey of Military Psychology

3

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

MAMP 501 - Operational Psychology

3

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

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work

together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

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

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

3

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

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

This course provides an overview of psychological and sociological dimensions of the warrior culture. In doing so the student will learn to assess research and develop a literature review on a specific area of military culture. Students will conduct a literature review of the history and evolution of culture in the armed forces. This includes, but is not limited to, the branches of the uniform services, organizational & leadership structure, military core value system, and diversity. Special attention will be given to the diversity and meaningful cultural characteristics of race, ethnicity, language, religion, values, beliefs, disabilities, class, sexuality, gender, and age. This will provide the student with a better understanding of military culture, allowing cultural sensitivity in communications and in interactions with

uniform service members, their partners, families, and community. Service learning will occur with the student attending open military/veterans/family related advocacy and support groups.

MIO 502 - Organizational Theory

3

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

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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.

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the

thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 36

Concentration in Child and Adolescent Development

This concentration will focus on youth development and how to optimize networks and resources, particularly within traditionally underserved populations. Students will be exposed to models of psychosocial development from key theoretical perspectives and apply these models to diverse social contexts. Students will gain an understanding of unique challenges presented throughout the lifespan and the impact of social, emotional, and educational support. This concentration will focus on the importance of fostering social interest and community connections among children and adolescents.

Concentration Objectives

1. Analyze the effective implementation of advocacy initiatives for healthy youth development
2. Apply theoretical models to evaluate successful developmental milestone acquisition

Concentration Course Requirements*

*Thesis/Capstone topic must be consistent with concentration.

PSYC 504 - Life Span Development

3

In this course, students explore the stages and transitions of physical, cognitive, emotional, and social development across the life span. The course includes a consideration of cross-cultural, gender, familial, and historical perspectives as they relate to life span development. The course will focus on the interaction and relationships between genetic and environmental influences on human development. Course content areas will include personal and interpersonal growth across the life span, Adlerian birth order and family constellation theory, perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction within a variety of systems. Students will explore the application of the aforementioned concepts to the practice of applied psychology throughout the course.

PSYC 513 - Multicultural Youth Development

3

This course provides an overview of theory and techniques in youth development. The course offers an overview of the various social systems that affect child and adolescent development and well-being. Further, the course will address the natural development of children as they mature over time along with the progressive maturational milestones that young people may experience. Students will also design programs to intentionally enhance, support, and facilitate the optimal development of young people or families. Students will examine development processes as they occur in cross-cultural contexts.

CRIM 501 - Juvenile Justice

3

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 to reducing delinquency and victimization such as mentoring, therapy, and D.A.R.E. will be debated.

Psychology: Crisis Management Concentration, (M.A.)

Program Overview

The Master of Arts in Psychology is a nonclinical degree program designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The program incorporates Adler University's social justice mission, emphasizing inclusiveness and culturally competent practices that prepare passionate agents of change to meet the ever-evolving needs of dynamic workplace settings and thriving diverse communities. Students will master core competencies in socially responsible practice, applied research, business and community applications, and varied skills for leadership, program management, and global communication.

Experienced faculty members will guide students through a rigorous curriculum that focuses on building academic knowledge and developing professional skills. Students will apply real-world problem solving and develop solutions that apply the principles of applied psychology and demonstrate a commitment to social justice within a wide variety of environments. Students will also complete a thesis or capstone project that will reflect the culmination of their learning and training experiences within the program and will serve to advance their preparation to contribute to the field.

Graduates of this program will use the knowledge they have gained to implement effective solutions, resolve practical problems, improve the experience of individuals and groups, and participate in their field of interest within a diverse global community. Program graduates will be poised to practice and lead within diverse fields and occupations such as business and industry, government and nongovernmental organizations, nonprofit systems, public and behavioral healthcare systems, human resource management, sports psychology, addictions, family and domestic violence, veterans' affairs, public safety and emergency management systems, and nonclinical youth and older adult services.

Program Objectives

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

1. Analyze principles and theories that impact individuals, systems, and groups within diverse global communities
2. Evaluate ethical standards in a variety of environments and social systems as they relate to practical problem solving within the practice of applied psychology
3. Devise evidence-based qualitative and quantitative research strategies that are responsive to diverse system needs within the field of applied psychology
4. Advance cultural competence by evaluating dynamic problems of human experience and proposing socially responsible solutions
5. Provide critical analysis of local and global systems within the professional practice of applied psychology

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses
2. Satisfactory completion of the Social Justice Practicum
3. Successful completion of Capstone or Thesis
4. A cumulative GPA of 3.0 or higher
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 credits)

PSYC 500 - History & Systems for Applied Psychology

3

This course will focus on the conceptual origins and evolution of modern ideas in applied psychology with an emphasis on historical and contemporary viewpoints that have influenced and shaped accepted models and systems within the field. Students will examine major theories, frameworks, and historical influences in relation to the current practice of applied psychology. This course will include a consideration of the early philosophers and the modern integration of theory and applied research. Students will evaluate the social, cultural, political, and scientific contexts that fostered the origins and development of applied psychology and analyze multifaceted issues related to the development of the discipline.

PSYC 501 - Ethics & Socially Responsible Practice For Applied Psychology

3

This course focuses on establishing and promoting ethical and socially responsible practice within the field of applied psychology. Students will evaluate human rights, welfare, and public health and safety of groups and individuals as these constructs relate to the practice of applied psychology. This course will prepare students to apply socially responsible practice and leadership approaches within a variety of environments and systems. Students will explore foundations and delivery systems for building effective and ethical organizations, groups, and systems. Students will also apply ethical strategies for problem solving, explore best practice models within social justice focused delivery systems, and evaluate the integration of ethical frameworks in communities and public and private sector systems.

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

PSYC 505 - Diversity & Individual Differences

3

In this course, students will examine the value and nature of diversity and individual differences within groups, communities, and global environments in contemporary society. This course will explore the meaning and dimensions

of diversity from an individual and systems perspective and the various contexts of diversity at the individual, group, domestic, organizational, and global level. Concepts such as power, privilege, individual and group identity, age, gender, sexual orientation, culture, race, ethnicity, religion, socioeconomic status, and health and ability status will be examined. This course will emphasize experiential and theoretical learning, including self-reflection and the exploration of personal identity, so that students may develop and apply culturally and socially responsive skills and attitudes within their personal and professional lives. Research, theoretical frameworks, and models for understanding diversity and identity will be presented throughout the course for personal and professional development and students will integrate diverse perspectives into their personal and professional practice as socially responsible practitioners within the field.

PSYC 506 - Adlerian Psychology: Community Applications

3

Adlerian Psychology takes an ecological approach to human functioning, focusing on health and wellness in the interaction between individuals and larger social systems. Dysfunction results from not having a well-developed sense of social interest and connectedness which leads to a misguided notion of place and withdrawal from effective functioning in work, social relations, and intimacy. This area of psychology is also primarily concerned with strength-based interventions and strategies that encourage collaboration across multiple systems and disciplines. In this course, students will explore the impact of Adlerian principles on quality of life for individuals, communities and systems within diverse global communities. Students in this course will analyze contributions of Adlerian Psychology in a holistic system including social interest/community feeling, belonging, functioning horizontally versus vertically, collaboration, inclusion, shared responsibility, shared commitment, mutual respect, shared ownership and problem solving, and the role of phenomenology in the creation of individual and collective mental models. Students will explore theory and research on community applications of Adlerian Psychology as they address problems related to a range of pervasive social issues that impact the health and welfare of individuals, communities, and systems. This course will also include a consideration of intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism, fundraising, and policy analysis.

PSYC 509 - Cognitive, Affective, and Biological Bases of Behaviors

3

This course explores historical and contemporary research on cognitive, affective, and biological determinants of behavior throughout the lifespan. Students will explore practical applications of research on brain development, emotional experiences, reality, perception, language, behavioral responses, learning, memory, and behavioral health functioning. This course will critically evaluate the impact of cognition, emotion, gender, and biology on self-regulation and well-being and will examine the biopsychosocial determinants of behavior within culture and society and through the context of socially responsible practice within communities.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This

experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 credits)

GSS 520 - Theories of Gender and Sexuality

3

This course provides a survey of foundational, seminal, and emerging theories of gender and sexuality, along with a view of how these theories apply to identity development and societal interactions. Topics covered will include an overview of the spectrum of gender and sexuality studies, and Crenshaw's work on intersectionality. Specific theories may include queer theory, post-modern theory, and social constructionism.

GSS 521 - Social and Cultural Evolution of Gender And Sexuality

3

This course explores social movements, media representations, and the cultural acceptance and exclusion of gender and sexual minorities through a historical lens. The continuous friction between acceptance and exclusionary forces sets the foundation for examining concepts in this course. Milestone movements and counter-movements, groups, and participants will be reviewed for their contributions and impacts within the minority communities and society as a whole. Additionally, the evolving portrayal of gender and sexual minorities in the media, and its effect on the cultural landscape, will be analyzed.

GSS 522 - Social Justice, Gender, Sexuality, and The Law

3

Recognizing the impact of law and policy on the experiences and lives of gender and sexual minorities, this course explores those effects both nationally and globally. This course examines laws and policies related to non-inclusion in equal protection clauses including marriage, housing, employment, and health services for gender and sexual minorities. Students will analyze the human rights of gender and sexual minorities on an international level. This course discusses approaches to social justice and legal support for gender and sexual minorities with a focus on advocacy and activism.

EML 502 - Supporting Functional Needs Populations In Disasters

3

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.

EML 505 - Leading in Times of Crisis

3

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

PSYC 504 - Life Span Development

3

In this course, students explore the stages and transitions of physical, cognitive, emotional, and social development across the life span. The course includes a consideration of cross-cultural, gender, familial, and historical perspectives as they relate to life span development. The course will focus on the interaction and relationships between genetic and environmental influences on human development. Course content areas will include personal and interpersonal growth

across the life span, Adlerian birth order and family constellation theory, perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction within a variety of systems. Students will explore the application of the aforementioned concepts to the practice of applied psychology throughout the course.

PSYC 513 - Multicultural Youth Development

3

This course provides an overview of theory and techniques in youth development. The course offers an overview of the various social systems that affect child and adolescent development and well-being. Further, the course will address the natural development of children as they mature over time along with the progressive maturational milestones that young people may experience. Students will also design programs to intentionally enhance, support, and facilitate the optimal development of young people or families. Students will examine development processes as they occur in cross-cultural contexts.

CRIM 501 - Juvenile Justice

3

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 to reducing delinquency and victimization such as mentoring, therapy, and D.A.R.E. will be debated.

HWP 514 - Positive Psychology for Health and Wellness

3

This course explores the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life. The course will include an investigation of experiential understanding of positive interventions. Students will have the opportunity to learn how positive approaches may encourage cognitive emotional and character strengths throughout the life span.

HWP 515 - Mindfulness-Based Approaches to Health And Wellness

3

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.

HWP 516 - Biological Bases for Health and Wellness

3

This course provides an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological well-being. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective. An emphasis will be placed on the influence of attitude, motivation, and choice in maintaining healthy and sustainable lifestyles. Further, this course will offer insight into the individual decision-making process and how using proper self-care supports biological health and wellness. The bio-psycho-social-spiritual model for health and behavioral well-being will be critically examined as it applies to illness management and recovery.

MAMP 500 - Survey of Military Psychology

3

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

MAMP 501 - Operational Psychology

3

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

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

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

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

3

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

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MIO 502 - Organizational Theory

3

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

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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.

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection,

students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus

on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

Total Credit Hours Required: 36

Concentration in Crisis Management

The goal of the Crisis Management Concentration is to educate students on how to respond to, and manage the impact of, natural, accidental, or premeditated disasters and a disaster's effect on communities. Further, there is a special focus on those communities that are at risk and/or marginalized during times of crisis. Students will prepare to serve as effective first responders and recovery specialists who can advocate for healthy and resilient communities in the immediate aftermath of an acute or chronic crisis. Attention is given to the critical period following a crisis where underlying vulnerabilities for psychological distress and other poor health outcomes may be exacerbated. Coursework prepares students to identify and foster psychological resiliency and promote healthy and resilient communities. Students will develop leadership skills that promote growth and development using natural strengths and resources inherently present in communities by way of engaging community leaders and traditionally marginalized and at-risk members of the community using primary, secondary, and tertiary prevention approaches.

Concentration Objectives

1. Apply skills to increase awareness of community crisis management and recovery.
2. Evaluate the effectiveness of current practices in governmental and non-governmental organizations and their responses to communities in crisis.

Concentration Course Requirements*

Students completing the Concentration in Crisis Management must complete the following three courses for their elective coursework requirements.

*Thesis/Capstone topic must be consistent with concentration.

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work

together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

EML 502 - Supporting Functional Needs Populations In Disasters

3

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.

EML 505 - Leading in Times of Crisis

3

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

Psychology: Gender and Sexuality Studies Concentration, (M.A.)

Program Overview

The Master of Arts in Psychology is a nonclinical degree program designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The program incorporates Adler University's social justice mission, emphasizing inclusiveness and culturally competent practices that prepare passionate agents of change to meet the ever-evolving needs of dynamic workplace settings and thriving diverse communities. Students will master core competencies in socially responsible practice, applied research, business and community applications, and varied skills for leadership, program management, and global communication.

Experienced faculty members will guide students through a rigorous curriculum that focuses on building academic knowledge and developing professional skills. Students will apply real-world problem solving and develop solutions that apply the principles of applied psychology and demonstrate a commitment to social justice within a wide variety of environments. Students will also complete a thesis or capstone project that will reflect the culmination of their learning and training experiences within the program and will serve to advance their preparation to contribute to the field.

Graduates of this program will use the knowledge they have gained to implement effective solutions, resolve practical problems, improve the experience of individuals and groups, and participate in their field of interest within a diverse global community. Program graduates will be poised to practice and lead within diverse fields and occupations such as business and industry, government and nongovernmental organizations, nonprofit systems, public and behavioral healthcare systems, human resource management, sports psychology, addictions, family and domestic violence, veterans' affairs, public safety and emergency management systems, and non-clinical youth and older adult services.

Program Objectives

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

1. Analyze principles and theories that impact individuals, systems, and groups within diverse global communities.
2. Evaluate ethical standards in a variety of environments and social systems as they relate to practical problem solving within the practice of applied psychology.
3. Devise evidence-based qualitative and quantitative research strategies that are responsive to diverse system needs within the field of applied psychology.
4. Advance cultural competence by evaluating dynamic problems of human experience and proposing socially responsible solutions.
5. Provide critical analysis of local and global systems within the professional practice of applied psychology.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 credits)

PSYC 500 - History & Systems for Applied Psychology

3

This course will focus on the conceptual origins and evolution of modern ideas in applied psychology with an emphasis on historical and contemporary viewpoints that have influenced and shaped accepted models and systems within the field. Students will examine major theories, frameworks, and historical influences in relation to the current practice of applied psychology. This course will include a consideration of the early philosophers and the modern integration of theory and applied research. Students will evaluate the social, cultural, political, and scientific contexts that fostered the origins and development of applied psychology and analyze multifaceted issues related to the development of the discipline.

PSYC 501 - Ethics & Socially Responsible Practice For Applied Psychology

3

This course focuses on establishing and promoting ethical and socially responsible practice within the field of applied psychology. Students will evaluate human rights, welfare, and public health and safety of groups and individuals as these constructs relate to the practice of applied psychology. This course will prepare students to apply socially responsible practice and leadership approaches within a variety of environments and systems. Students will explore foundations and delivery systems for building effective and ethical organizations, groups, and systems. Students will also apply ethical strategies for problem solving, explore best practice models within social justice focused delivery systems, and evaluate the integration of ethical frameworks in communities and public and private sector systems.

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

PSYC 505 - Diversity & Individual Differences

3

In this course, students will examine the value and nature of diversity and individual differences within groups, communities, and global environments in contemporary society. This course will explore the meaning and dimensions

of diversity from an individual and systems perspective and the various contexts of diversity at the individual, group, domestic, organizational, and global level. Concepts such as power, privilege, individual and group identity, age, gender, sexual orientation, culture, race, ethnicity, religion, socioeconomic status, and health and ability status will be examined. This course will emphasize experiential and theoretical learning, including self-reflection and the exploration of personal identity, so that students may develop and apply culturally and socially responsive skills and attitudes within their personal and professional lives. Research, theoretical frameworks, and models for understanding diversity and identity will be presented throughout the course for personal and professional development and students will integrate diverse perspectives into their personal and professional practice as socially responsible practitioners within the field.

PSYC 506 - Adlerian Psychology: Community Applications

3

Adlerian Psychology takes an ecological approach to human functioning, focusing on health and wellness in the interaction between individuals and larger social systems. Dysfunction results from not having a well-developed sense of social interest and connectedness which leads to a misguided notion of place and withdrawal from effective functioning in work, social relations, and intimacy. This area of psychology is also primarily concerned with strength-based interventions and strategies that encourage collaboration across multiple systems and disciplines. In this course, students will explore the impact of Adlerian principles on quality of life for individuals, communities and systems within diverse global communities. Students in this course will analyze contributions of Adlerian Psychology in a holistic system including social interest/community feeling, belonging, functioning horizontally versus vertically, collaboration, inclusion, shared responsibility, shared commitment, mutual respect, shared ownership and problem solving, and the role of phenomenology in the creation of individual and collective mental models. Students will explore theory and research on community applications of Adlerian Psychology as they address problems related to a range of pervasive social issues that impact the health and welfare of individuals, communities, and systems. This course will also include a consideration of intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism, fundraising, and policy analysis.

PSYC 509 - Cognitive, Affective, and Biological Bases of Behaviors

3

This course explores historical and contemporary research on cognitive, affective, and biological determinants of behavior throughout the lifespan. Students will explore practical applications of research on brain development, emotional experiences, reality, perception, language, behavioral responses, learning, memory, and behavioral health functioning. This course will critically evaluate the impact of cognition, emotion, gender, and biology on self-regulation and well-being and will examine the biopsychosocial determinants of behavior within culture and society and through the context of socially responsible practice within communities.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This

experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 credits)

GSS 520 - Theories of Gender and Sexuality

3

This course provides a survey of foundational, seminal, and emerging theories of gender and sexuality, along with a view of how these theories apply to identity development and societal interactions. Topics covered will include an overview of the spectrum of gender and sexuality studies, and Crenshaw's work on intersectionality. Specific theories may include queer theory, post-modern theory, and social constructionism.

GSS 521 - Social and Cultural Evolution of Gender And Sexuality

3

This course explores social movements, media representations, and the cultural acceptance and exclusion of gender and sexual minorities through a historical lens. The continuous friction between acceptance and exclusionary forces sets the foundation for examining concepts in this course. Milestone movements and counter-movements, groups, and participants will be reviewed for their contributions and impacts within the minority communities and society as a whole. Additionally, the evolving portrayal of gender and sexual minorities in the media, and its effect on the cultural landscape, will be analyzed.

GSS 522 - Social Justice, Gender, Sexuality, and The Law

3

Recognizing the impact of law and policy on the experiences and lives of gender and sexual minorities, this course explores those effects both nationally and globally. This course examines laws and policies related to non-inclusion in equal protection clauses including marriage, housing, employment, and health services for gender and sexual minorities. Students will analyze the human rights of gender and sexual minorities on an international level. This course discusses approaches to social justice and legal support for gender and sexual minorities with a focus on advocacy and activism.

EML 502 - Supporting Functional Needs Populations In Disasters

3

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.

EML 505 - Leading in Times of Crisis

3

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

PSYC 504 - Life Span Development

3

In this course, students explore the stages and transitions of physical, cognitive, emotional, and social development across the life span. The course includes a consideration of cross-cultural, gender, familial, and historical perspectives as they relate to life span development. The course will focus on the interaction and relationships between genetic and environmental influences on human development. Course content areas will include personal and interpersonal growth

across the life span, Adlerian birth order and family constellation theory, perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction within a variety of systems. Students will explore the application of the aforementioned concepts to the practice of applied psychology throughout the course.

PSYC 513 - Multicultural Youth Development

3

This course provides an overview of theory and techniques in youth development. The course offers an overview of the various social systems that affect child and adolescent development and well-being. Further, the course will address the natural development of children as they mature over time along with the progressive maturational milestones that young people may experience. Students will also design programs to intentionally enhance, support, and facilitate the optimal development of young people or families. Students will examine development processes as they occur in cross-cultural contexts.

CRIM 501 - Juvenile Justice

3

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 to reducing delinquency and victimization such as mentoring, therapy, and D.A.R.E. will be debated.

HWP 514 - Positive Psychology for Health and Wellness

3

This course explores the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life. The course will include an investigation of experiential understanding of positive interventions. Students will have the opportunity to learn how positive approaches may encourage cognitive emotional and character strengths throughout the life span.

HWP 515 - Mindfulness-Based Approaches to Health And Wellness

3

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.

HWP 516 - Biological Bases for Health and Wellness

3

This course provides an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological well-being. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective. An emphasis will be placed on the influence of attitude, motivation, and choice in maintaining healthy and sustainable lifestyles. Further, this course will offer insight into the individual decision-making process and how using proper self-care supports biological health and wellness. The bio-psycho-social-spiritual model for health and behavioral well-being will be critically examined as it applies to illness management and recovery.

MAMP 500 - Survey of Military Psychology

3

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

MAMP 501 - Operational Psychology

3

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

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

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

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

3

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

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MIO 502 - Organizational Theory

3

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

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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.

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection,

students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus

on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 36

Concentration in Gender and Sexuality Studies

The Concentration in Gender and Sexuality Studies highlights the significant influence and impact of gender and sexuality within culture and society. This concentration explores how systemic and structural power and inequality impact individuals and groups based on gender and sexuality. This concentration will look closely at issues specific to gender and sexual minorities. Further, it will consider theories of gender, sexuality, and intersectionality, and students will study the influence of media, law, and policy on gender and sexuality and the evolution of these intertwined elements.

Concentration Objectives

1. Analyze experiences, perspectives, and events through the lens of gender and sexuality theories.
2. Articulate the impact of cultural and societal influences on gender and sexual minorities.

Concentration Course Requirements*

Students completing the Concentration in Gender and Sexuality Studies must complete the following three courses for their Elective Coursework requirements:

*Thesis/Capstone topic must be consistent with concentration.

GSS 520 - Theories of Gender and Sexuality

3

This course provides a survey of foundational, seminal, and emerging theories of gender and sexuality, along with a view of how these theories apply to identity development and societal interactions. Topics covered will include an overview of the spectrum of gender and sexuality studies, and Crenshaw's work on intersectionality. Specific theories may include queer theory, post-modern theory, and social constructionism.

GSS 521 - Social and Cultural Evolution of Gender And Sexuality

3

This course explores social movements, media representations, and the cultural acceptance and exclusion of gender and sexual minorities through a historical lens. The continuous friction between acceptance and exclusionary forces sets the foundation for examining concepts in this course. Milestone movements and counter-movements, groups, and participants will be reviewed for their contributions and impacts within the minority communities and society as a whole. Additionally, the evolving portrayal of gender and sexual minorities in the media, and its effect on the cultural landscape, will be analyzed.

GSS 522 - Social Justice, Gender, Sexuality, and The Law

3

Recognizing the impact of law and policy on the experiences and lives of gender and sexual minorities, this course explores those effects both nationally and globally. This course examines laws and policies related to non-inclusion in equal protection clauses including marriage, housing, employment, and health services for gender and sexual minorities. Students will analyze the human rights of gender and sexual minorities on an international level. This course discusses approaches to social justice and legal support for gender and sexual minorities with a focus on advocacy and activism.

Psychology: Health and Wellness Concentration, (M.A.)

Program Overview

The Master of Arts in Psychology is a nonclinical degree program designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The program incorporates Adler University's social justice mission, emphasizing inclusiveness and culturally competent practices that prepare passionate agents of change to meet the ever-evolving needs of dynamic workplace settings and thriving diverse communities. Students will master core competencies in socially responsible practice, applied research, business and community applications, and varied skills for leadership, program management, and global communication.

Experienced faculty members will guide students through a rigorous curriculum that focuses on building academic knowledge and developing professional skills. Students will apply real-world problem solving and develop solutions that apply the principles of applied psychology and demonstrate a commitment to social justice within a wide variety of environments. Students will also complete a thesis or capstone project that will reflect the culmination of their learning and training experiences within the program and will serve to advance their preparation to contribute to the field.

Graduates of this program will use the knowledge they have gained to implement effective solutions, resolve practical problems, improve the experience of individuals and groups, and participate in their field of interest within a diverse global community. Program graduates will be poised to practice and lead within diverse fields and occupations such as business and industry, government and nongovernmental organizations, nonprofit systems, public and behavioral

healthcare systems, human resource management, sports psychology, addictions, family and domestic violence, veteran's affairs, public safety and emergency management systems, and nonclinical youth and older adult services.

Program Objectives

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

1. Analyze principles and theories that impact individuals, systems, and groups within diverse global communities.
2. Evaluate ethical standards in a variety of environments and social systems as they relate to practical problem solving within the practice of applied psychology.
3. Devise evidence-based qualitative and quantitative research strategies that are responsive to diverse system needs within the field of applied psychology.
4. Advance cultural competence by evaluating dynamic problems of human experience and proposing socially responsible solutions.
5. Provide critical analysis of local and global systems within the professional practice of applied psychology.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 credits)

PSYC 500 - History & Systems for Applied Psychology

3

This course will focus on the conceptual origins and evolution of modern ideas in applied psychology with an emphasis on historical and contemporary viewpoints that have influenced and shaped accepted models and systems within the field. Students will examine major theories, frameworks, and historical influences in relation to the current practice of applied psychology. This course will include a consideration of the early philosophers and the modern integration of theory and applied research. Students will evaluate the social, cultural, political, and scientific contexts that fostered the origins and development of applied psychology and analyze multifaceted issues related to the development of the discipline.

PSYC 501 - Ethics & Socially Responsible Practice For Applied Psychology

3

This course focuses on establishing and promoting ethical and socially responsible practice within the field of applied psychology. Students will evaluate human rights, welfare, and public health and safety of groups and individuals as these constructs relate to the practice of applied psychology. This course will prepare students to apply socially responsible practice and leadership approaches within a variety of environments and systems. Students will explore foundations and delivery systems for building effective and ethical organizations, groups, and systems. Students will also apply ethical strategies for problem solving, explore best practice models within social justice focused delivery systems, and evaluate the integration of ethical frameworks in communities and public and private sector systems.

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

PSYC 505 - Diversity & Individual Differences

3

In this course, students will examine the value and nature of diversity and individual differences within groups, communities, and global environments in contemporary society. This course will explore the meaning and dimensions of diversity from an individual and systems perspective and the various contexts of diversity at the individual, group, domestic, organizational, and global level. Concepts such as power, privilege, individual and group identity, age, gender, sexual orientation, culture, race, ethnicity, religion, socioeconomic status, and health and ability status will be examined. This course will emphasize experiential and theoretical learning, including self-reflection and the exploration of personal identity, so that students may develop and apply culturally and socially responsive skills and attitudes within their personal and professional lives. Research, theoretical frameworks, and models for understanding diversity and identity will be presented throughout the course for personal and professional development and students will integrate diverse perspectives into their personal and professional practice as socially responsible practitioners within the field.

PSYC 506 - Adlerian Psychology: Community Applications

3

Adlerian Psychology takes an ecological approach to human functioning, focusing on health and wellness in the interaction between individuals and larger social systems. Dysfunction results from not having a well-developed sense of social interest and connectedness which leads to a misguided notion of place and withdrawal from effective functioning in work, social relations, and intimacy. This area of psychology is also primarily concerned with strength-based interventions and strategies that encourage collaboration across multiple systems and disciplines. In this course, students will explore the impact of Adlerian principles on quality of life for individuals, communities and systems within diverse global communities. Students in this course will analyze contributions of Adlerian Psychology in a holistic system including social interest/community feeling, belonging, functioning horizontally versus vertically, collaboration, inclusion, shared responsibility, shared commitment, mutual respect, shared ownership and problem solving, and the role of phenomenology in the creation of individual and collective mental models. Students will explore theory and research on community applications of Adlerian Psychology as they address problems related to a range of pervasive social issues that impact the health and welfare of individuals, communities, and systems. This course will also include a consideration of intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism, fundraising, and policy analysis.

PSYC 509 - Cognitive, Affective, and Biological Bases of Behaviors

3

This course explores historical and contemporary research on cognitive, affective, and biological determinants of behavior throughout the lifespan. Students will explore practical applications of research on brain development, emotional experiences, reality, perception, language, behavioral responses, learning, memory, and behavioral health functioning. This course will critically evaluate the impact of cognition, emotion, gender, and biology on self-regulation and well-being and will examine the biopsychosocial determinants of behavior within culture and society and through the context of socially responsible practice within communities.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help

students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 credits)

GSS 520 - Theories of Gender and Sexuality

3

This course provides a survey of foundational, seminal, and emerging theories of gender and sexuality, along with a

view of how these theories apply to identity development and societal interactions. Topics covered will include an overview of the spectrum of gender and sexuality studies, and Crenshaw's work on intersectionality. Specific theories may include queer theory, post-modern theory, and social constructionism.

GSS 521 - Social and Cultural Evolution of Gender And Sexuality

3

This course explores social movements, media representations, and the cultural acceptance and exclusion of gender and sexual minorities through a historical lens. The continuous friction between acceptance and exclusionary forces sets the foundation for examining concepts in this course. Milestone movements and counter-movements, groups, and participants will be reviewed for their contributions and impacts within the minority communities and society as a whole. Additionally, the evolving portrayal of gender and sexual minorities in the media, and its effect on the cultural landscape, will be analyzed.

GSS 522 - Social Justice, Gender, Sexuality, and The Law

3

Recognizing the impact of law and policy on the experiences and lives of gender and sexual minorities, this course explores those effects both nationally and globally. This course examines laws and policies related to non-inclusion in equal protection clauses including marriage, housing, employment, and health services for gender and sexual minorities. Students will analyze the human rights of gender and sexual minorities on an international level. This course discusses approaches to social justice and legal support for gender and sexual minorities with a focus on advocacy and activism.

EML 502 - Supporting Functional Needs Populations In Disasters

3

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.

EML 505 - Leading in Times of Crisis

3

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

PSYC 504 - Life Span Development

3

In this course, students explore the stages and transitions of physical, cognitive, emotional, and social development across the life span. The course includes a consideration of cross-cultural, gender, familial, and historical perspectives as they relate to life span development. The course will focus on the interaction and relationships between genetic and environmental influences on human development. Course content areas will include personal and interpersonal growth across the life span, Adlerian birth order and family constellation theory, perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction within a variety of systems. Students will explore the application of the aforementioned concepts to the practice of applied psychology throughout the course.

PSYC 513 - Multicultural Youth Development

3

This course provides an overview of theory and techniques in youth development. The course offers an overview of the various social systems that affect child and adolescent development and well-being. Further, the course will address the natural development of children as they mature over time along with the progressive maturational milestones that young people may experience. Students will also design programs to intentionally enhance, support, and facilitate the optimal development of young people or families. Students will examine development processes as they occur in cross-cultural contexts.

CRIM 501 - Juvenile Justice

3

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 to reducing delinquency and victimization such as mentoring, therapy, and D.A.R.E. will be debated.

HWP 514 - Positive Psychology for Health and Wellness

3

This course explores the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life. The course will include an investigation of experiential understanding of positive interventions. Students will have the opportunity to learn how positive approaches may encourage cognitive emotional and character strengths throughout the life span.

HWP 515 - Mindfulness-Based Approaches to Health And Wellness

3

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.

HWP 516 - Biological Bases for Health and Wellness

3

This course provides an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological well-being. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective. An emphasis will be placed on the influence of attitude, motivation, and choice in maintaining healthy and sustainable lifestyles. Further, this course will offer insight into the individual decision-making process and how using proper self-care supports biological health and wellness. The bio-psycho-social-spiritual model for health and behavioral well-being will be critically examined as it applies to illness management and recovery.

MAMP 500 - Survey of Military Psychology

3

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

MAMP 501 - Operational Psychology

3

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

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

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

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

3

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

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MIO 502 - Organizational Theory

3

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

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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.

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection,

students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus

on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 36

Concentration in Health and Wellness

Students will learn how to maximize the potential resources within diverse individuals and complex social groups. A focus will be placed on analyzing social systems and structures necessary to strengthen community well-being and enhance individual integrity. Further, health promotion and health communities will be situated within the biopsychosocial model of human growth and development to explore the extent to which contextual factors may influence healthy and sustainable lifestyle change. Illness management and recovery will be conceptualized from an evidence-based perspective while specifically attending to positive psychology theory and effective practice.

Concentration Objectives

1. Advocate for health promotion and increased awareness of the impact of social and cultural values on individual health and wellness.
2. Evaluate responses to challenges associated with interpersonal and group dynamics as they relate to healthy communities and the field of health psychology.

Concentration Course Requirements*

Students completing the Emphasis in Health and Wellness must complete the following three courses for their elective coursework requirements.

*Thesis/Capstone topic must be consistent with concentration.

HWP 514 - Positive Psychology for Health and Wellness

3

This course explores the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life. The course will include an investigation of experiential understanding of positive interventions. Students will have the opportunity to learn how positive approaches may encourage cognitive emotional and character strengths throughout the life span.

HWP 515 - Mindfulness-Based Approaches to Health And Wellness

3

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.

HWP 516 - Biological Bases for Health and Wellness

3

This course provides an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological well-being. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective. An emphasis will be placed on the influence of attitude, motivation, and choice in maintaining healthy and sustainable lifestyles. Further, this course will offer insight into the individual decision-making process and how using proper self-care supports biological health and wellness. The bio-psycho-social-spiritual model for health and behavioral well-being will be critically examined as it applies to illness management and recovery.

Psychology: Specialization in Military Psychology

Program Overview

The Master of Arts in Psychology: Specialization in Military Psychology educates students in the discipline of military psychology to be socially responsible graduates who engage both the military and civilian community and promote social justice nationally and globally. This discipline involves the systematic and scientific study of the selection, training, adaptation, and performance of soldiers. It focuses on how the military interacts with larger social, organizational, cultural, and technological systems. Military psychology, by necessity, is a heterogeneous field of inquiry. It must draw on all sub-disciplines of psychology to understand the variables that affect military performance. Military psychology includes the contributions of clinical, experimental, social, industrial/organizational, and engineering psychology. Military psychology is united by a shared interest in advancing knowledge and application of psychological science toward a specific population, 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 serve 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 of national security, military defense, and global policy to ensure real-world solutions and measurable results. This program does not lead to professional licensure or certification.

Program Objectives

1. Evaluate the unique psychosocial needs of those who are serving, or have served, and their families.
2. Analyze military culture, its structures and systems, and their impact, thereby developing military cultural competence.
3. Apply psychological principles and theory to the military environment.
4. Create institutional change by being able to work collaboratively with others to foster social justice.
5. Evaluate the effectiveness of operational psychology within the military for unit cohesion, psychological operations, human terrain intelligence, military intelligence, and the promotion of behavioral health and welfare.
6. Determine and manage the psychological consequences of the continuum of conflict.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology: Specialization in Military Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 Credits)

MAMP 500 - Survey of Military Psychology

3

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

MAMP 501 - Operational Psychology

3

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

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

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

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

3

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

Social Justice Practicum (3 Credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the

social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 Credits)

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

MAMP 532 - Psychology of Terrorism

3

This course will introduce the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current foreign and domestic policies. Different types of terrorist organizations will be examined based on various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how governments can work to limit its effects. Students will choose relevant topics for original research and will present information in small group presentations and a research paper. Course Objectives: 1. Identify and define the elements of the psychology of terrorism. 2. Evaluate the psychological, social, physical and spiritual impact of terrorism. 3. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 4. Analyze the impact of terrorism on affected populations both military and civilian. 5. Summarize the integration of social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 533 - Psychological Consequence Management

3

The purpose of this course is to educate the behavioral health professional in the mental health disaster response crisis counseling program model. This model differs significantly from the traditional mental health model. The behavioral health disaster response crisis counseling model is a specialized approach which requires distinct training. The skills,

knowledge, and attitudes required for behavioral health disaster response and recovery crisis counseling are quite different from those needed in traditional clinical settings. This course will introduce the student to the behavioral health disaster response crisis counseling program model, the scope and limits of the program, and the elements required for effective service system design, and the delivery of those services in an all-hazards disaster environment. Course Objectives: 1. Define the bio-psycho-social-spiritual aspects of a disaster and terrorism and the impact on affected populations. 2. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 3. Summarize the integration of social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 534 - Biodefense Security

3

This course will provide an introduction to the ongoing efforts to implement U.S. biodefense preparedness. The range of premeditated and natural biological threats will be examined along with the surveillance systems designed to detect a chemical, biological, radiological or nuclear (CBRN) event. The role and capabilities of the World Health Organization (WHO), Center for Disease Control (CDC), and defense support to civil authorities. Also examined are the public health system, public safety, law enforcement, and the health care delivery system in biodefense. Responses and countermeasures to protect the country include legislation of health powers for dealing with public health emergencies and the Strategic National Stockpile (SNS) and SNS distribution plan. The consequence management of a CBRN event and coordination under the National Response Plan is covered. Course Objectives: 1. Know the current biodefense public health structure at the international, national, state and local level. 2. Understand the continuum of CBRN and natural biological threats that the world faces today. 3. Evaluate the public health systems ability to respond to a CBRN event. 4. Summarize the evolution of Biodefense capability within the Department of Homeland Security. 5. Assess and critique Biodefense policy, law, and current level of U.S. Biodefense preparedness. 6. Explain how Biodefense fits into the National Response Plan (NRP). 7. Describe military support to civilian authorities for Biodefense.

OSAC 500 - Survey of Substance Abuse

3

This course introduces substance use and the treatment of substance use disorders. Assessment of substance use disorders and current treatment models for substance use, misuse, abuse, dependence, addiction, and concurrent disorders are reviewed. Information about pharmacological, physiological, and medical aspects of substance use, dependence, and addictions, as well as 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. Current and past laws and public policies along with the role of the criminal justice system is examined. Each of these areas include a focus on the historical context of substance use, along with consideration of current diversity, inclusion, and social justice issues related to substance use and regulation.

OSAC 502 - Bio-Psycho-Social-Spiritual Aspects of Substance Abuse

3

Biological, neurological, and cognitive neuroscientific aspects of substance use are covered in the context of social, interpersonal, sociocultural, family, community, economic, and environmental dynamics. The psychological aspects of substance use are also addressed in relation to the aforementioned contexts, as well as psycho-spiritual and spiritual perspectives. Clinical research on all of the above topics is addressed with the intent of outlining effective treatment modalities that take all of these myriad domains into account. In addition, marginalized populations, such as people of color, LGBTQ groups, people with disabilities, economically depressed persons, veterans, HIV-positive clients, immigrants, women, and adolescents, are studied in the context of substance use.

OSAC 503 - Advanced Addictions Treatment

3

This course advances and deepens the degree of understanding of theoretical models and research related to substance use counseling. The areas of application include substance use behaviors, alcohol and drug use, etiology of problem substance use, and dual diagnosis and comorbidity. Treatment approaches such as motivational interviewing, the stages of change model, and the precursors model of change will be discussed. Students will also examine established evidence-based treatment approaches, strategies, and techniques from cognitive, behavioral, existential, Adlerian, and Rogerian therapy. In addition, advanced applications of group and family systems treatments are included in the course. Detailed study of relapse prevention and treatment are provided. Twelve-step approaches are also discussed in detail including their efficacy. Ethical and multicultural issues in substance use counseling and in supervision and training of substance use counselors will also be addressed.

Thesis (3 Credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research

culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

Total Credit Hours Required: 36

Psychology: Specialization in Military Psychology: Terrorism Concentration, (M.A.)

Program Overview

The Master of Arts in Psychology: Specialization in Military Psychology educates students in the discipline of military psychology to be socially responsible graduates who engage both the military and civilian community and promote social justice nationally and globally. This discipline involves the systematic and scientific study of the selection, training, adaptation, and performance of soldiers. It focuses on how the military interacts with larger social, organizational, cultural, and technological systems. Military psychology by necessity is a heterogeneous field of inquiry. It must draw on all sub-disciplines of psychology to understand the variables that affect military performance. Military psychology includes the contributions of clinical, experimental, social, industrial/organizational, and engineering psychology. Military psychology is united by a shared interest in advancing knowledge and application of psychological science toward a specific population, 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 serve 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 of national security, military defense, and global policy to ensure real-world solutions and measurable results. This program does not lead to professional licensure or certification.

Program Objectives

1. Evaluate the unique psychosocial needs of those who are serving, or have served, and their families.

2. Analyze military culture, its structures and systems, and their impact, thereby developing military cultural competence.
3. Apply psychological principles and theory to the military environment.
4. Create institutional change by being able to work collaboratively with others to foster social justice.
5. Evaluate the effectiveness of operational psychology within the military for unit cohesion, psychological operations, human terrain intelligence, military intelligence, and the promotion of behavioral health and welfare.
6. Determine and manage the psychological consequences of the continuum of conflict.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology: Specialization in Military Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

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The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 Credits)

MAMP 500 - Survey of Military Psychology

3

This course introduces the student to the specialty of Military Psychology which aims to improve the lives of service personnel and is applicable to a wide range of areas within the military community. Various ways psychology is applied to military environments including the selection of recruits for the armed forces, determining which recruits

will be best suited for various military occupational specialties, and performing analysis on humanitarian and peacekeeping missions to determine procedures will be discussed. Other applications of military psychology include its intersection with social policy particularly with respect to issues of diversity within the military.

MAMP 501 - Operational Psychology

3

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

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice

problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

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

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

3

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

Social Justice Practicum (3 Credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community

organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 credits)

MAMP 532 - Psychology of Terrorism

3

This course will introduce the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current foreign and domestic policies. Different types of terrorist organizations will be examined based on various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how governments can work to limit its effects. Students will choose relevant topics for original research and will present information in small group presentations and a research paper. Course Objectives: 1. Identify and define the elements of the psychology of terrorism. 2. Evaluate the psychological, social, physical and spiritual impact of terrorism. 3. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 4. Analyze the impact of terrorism on affected populations both military and civilian. 5. Summarize the integration of social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 533 - Psychological Consequence Management

3

The purpose of this course is to educate the behavioral health professional in the mental health disaster response crisis counseling program model. This model differs significantly from the traditional mental health model. The behavioral health disaster response crisis counseling model is a specialized approach which requires distinct training. The skills, knowledge, and attitudes required for behavioral health disaster response and recovery crisis counseling are quite different from those needed in traditional clinical settings. This course will introduce the student to the behavioral health disaster response crisis counseling program model, the scope and limits of the program, and the elements required for effective service system design, and the delivery of those services in an all-hazards disaster environment. Course Objectives: 1. Define the bio-psycho-social-spiritual aspects of a disaster and terrorism and the impact on affected populations. 2. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 3. Summarize the integration of social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 534 - Biodefense Security

3

This course will provide an introduction to the ongoing efforts to implement U.S. biodefense preparedness. The range of premeditated and natural biological threats will be examined along with the surveillance systems designed to detect a chemical, biological, radiological or nuclear (CBRN) event. The role and capabilities of the World Health Organization (WHO), Center for Disease Control (CDC), and defense support to civil authorities. Also examined are the public health system, public safety, law enforcement, and the health care delivery system in biodefense. Responses and countermeasures to protect the country include legislation of health powers for dealing with public health emergencies and the Strategic National Stockpile (SNS) and SNS distribution plan. The consequence management of a CBRN event and coordination under the National Response Plan is covered. Course Objectives: 1. Know the current biodefense public health structure at the international, national, state and local level. 2. Understand the continuum of CBRN and natural biological threats that the world faces today. 3. Evaluate the public health systems ability to respond to a CBRN event. 4. Summarize the evolution of Biodefense capability within the Department of Homeland Security. 5. Assess and critique Biodefense policy, law, and current level of U.S. Biodefense preparedness. 6. Explain how Biodefense fits into the National Response Plan (NRP). 7. Describe military support to civilian authorities for Biodefense.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

Concentration in Terrorism

The Concentration in the Psychology of Terrorism examines the bio-psychosocial-spiritual dimensions of the terrorism phenomena along with the political psychology dimension. Contributing factors such as oppression, social injustices, and inequities are examined. Psychological consequence management of terrorism and mental health disaster response to all hazards are also instructed. Biodefense and security addresses chemical, biological, radiological, and nuclear events being either premeditated, accidental, or natural occurrences.

Concentration Objectives

1. Identify the contributing factors to the phenomena of terrorism.
2. Know the full psychological spectrum of terrorism.
3. Operationalize a psychological consequence management response.

4. Develop mental health disaster response skills.
5. Understand biodefense strategies and responses.

Concentration Course Requirements*

Students completing the Concentration in Terrorism must complete the following three courses for their elective coursework requirements.

*Thesis/Capstone topic must be consistent with concentration.

MAMP 532 - Psychology of Terrorism

3

This course will introduce the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current foreign and domestic policies. Different types of terrorist organizations will be examined based on various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how governments can work to limit its effects. Students will choose relevant topics for original research and will present information in small group presentations and a research paper. Course Objectives: 1. Identify and define the elements of the psychology of terrorism. 2. Evaluate the psychological, social, physical and spiritual impact of terrorism. 3. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 4. Analyze the impact of terrorism on affected populations both military and civilian. 5. Summarize the integration of social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 533 - Psychological Consequence Management

3

The purpose of this course is to educate the behavioral health professional in the mental health disaster response crisis counseling program model. This model differs significantly from the traditional mental health model. The behavioral health disaster response crisis counseling model is a specialized approach which requires distinct training. The skills, knowledge, and attitudes required for behavioral health disaster response and recovery crisis counseling are quite different from those needed in traditional clinical settings. This course will introduce the student to the behavioral health disaster response crisis counseling program model, the scope and limits of the program, and the elements required for effective service system design, and the delivery of those services in an all-hazards disaster environment. Course Objectives: 1. Define the bio-psycho-social-spiritual aspects of a disaster and terrorism and the impact on affected populations. 2. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 3. Summarize the integration of social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 534 - Biodefense Security

3

This course will provide an introduction to the ongoing efforts to implement U.S. biodefense preparedness. The range of premeditated and natural biological threats will be examined along with the surveillance systems designed to detect a chemical, biological, radiological or nuclear (CBRN) event. The role and capabilities of the World Health Organization (WHO), Center for Disease Control (CDC), and defense support to civil authorities. Also examined are the public

health system, public safety, law enforcement, and the health care delivery system in biodefense. Responses and countermeasures to protect the country include legislation of health powers for dealing with public health emergencies and the Strategic National Stockpile (SNS) and SNS distribution plan. The consequence management of a CBRN event and coordination under the National Response Plan is covered. Course Objectives: 1. Know the current biodefense public health structure at the international, national, state and local level. 2. Understand the continuum of CBRN and natural biological threats that the world faces today. 3. Evaluate the public health systems ability to respond to a CBRN event. 4. Summarize the evolution of Biodefense capability within the Department of Homeland Security. 5. Assess and critique Biodefense policy, law, and current level of U.S. Biodefense preparedness. 6. Explain how Biodefense fits into the National Response Plan (NRP). 7. Describe military support to civilian authorities for Biodefense.

Total Credit Hours Required: 36

Bachelor's Level Programs

Bachelor of Arts in Applied Psychology

Bachelor of Arts in Psychology

Program Overview

The Adler University Bachelor of Arts (B.A.) in Applied Psychology program will prepare students to bring leading edge psychological science to a variety of social justice concerns in local, national, and global settings and systems. With a major emphasis on preparing culturally competent and socially responsible graduates, the program aspires to prepare passionate agents of change to meet the evolving needs of diverse communities.

Experienced faculty members guide students through a rigorous applied psychology core curriculum that builds upon the student's general education foundation, and combines academic knowledge, psychological intervention skills, and a deep commitment to social justice. The program incorporates Adler University's social justice mission emphasizing inclusiveness and socially responsible practices. Students study the application of the science of psychology with a strong emphasis on understanding the social and cultural determinants of power, privilege, and access to resources.

Examining the historical practices in applied psychology against the backdrop of the current and emergent social and cultural contexts of health and dysfunction, courses invite students to develop a critical stance and identify solutions to entrenched problems. By coupling a critical emphasis on social justice and a broad foundation in applied psychology, the program positions students to apply their learning in numerous settings and to function as agents of change in these micro and macro systems. The program culminates in a capstone experience that provides students the opportunity to garner real-world experience within an applied psychology setting.

Graduates of the applied psychology program are poised to enter a wide variety of careers that draw on the broad interpersonal skills, cultural and psychological knowledge, and socially responsible attitudes developed in the program. Career options may include behavioral and medical health care, criminal justice, addiction services, child, adolescent, and older adult services, human resource management, public relations, and other business settings. The applied psychology program also develops the educational foundation to provide excellent preparation to pursue graduate study in a variety of related fields, such as counseling, clinical psychology, industrial organizational psychology, healthcare management, and social work.

Program Objectives

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

1. Apply psychological theories and evidence-based practices to individuals, systems, and global communities.
2. Apply knowledge of micro and macro systems to the practice of applied psychology.
3. Apply ethical standards and reasoning to the practice of applied psychology.
4. Engage in socially responsible practice in the practice of applied psychology.
5. Demonstrate cultural competence in the practice of applied psychology.

Degree Requirements

Core Courses (42 credits)

PSYC 300 - Applied Psychology Theory and Practice

3

In a fast-evolving global environment, Applied Psychology has an increasingly critical role in a variety of systems and settings. This course provides students with a foundation in the applied theories of psychology within these systems and settings. The course incorporates how organizations implement social justice missions and socially responsible practices.

PSYC 301 - Adlerian Psychology, Social Action, and Advocacy

3

Within healthy communities, social action and advocacy promote the values of social justice and human rights. In this course, students will learn the foundations of Adlerian Psychology. Topics covered will include, social interest concepts, commitment and responsibility to equity, human rights, advocacy, and social action planning for individuals, groups, and systems within evolving global communities.

PSYC 302 - Theory and Psychology of Personality

3

Examining the historical and contemporary research and theories of personality development, this course explores the competing ideas about why people think, feel, and behave the way they do. It further investigates individual differences in preferences, and our interpersonal and cognitive styles. Beginning with foundational psychodynamic theory, the course also examines humanistic, behavioral, and trait theories that assert explanations of individual differences in emotion, cognition, and motivation.

PSYC 303 - The Psychology of Diversity & Inclusion

3

As communities, organizations, families, and other social structures move into an increasingly global and multicultural society, the importance of cultural competence grows. Focusing on developing knowledge, skills, and attitudes to function capably across a broad range of social and cultural differences, this course introduces students to psychological perspectives on the social identities of self and others. The course also introduces the concepts of social inclusion and exclusion, power and privilege, and bias and discrimination.

PSYC 304 - Abnormal Psychology

3

Persons who assist individuals experiencing conditions of adjustment contribute greatly to the welfare of humanity. This course offers students a broad understanding of the various psychological disorders that impact the quality of life of individuals. Students will learn concepts related to theory, classification, etiology, assessment, and treatment of major psychological disorder and dysfunction.

PSYC 305 - Statistics and Research Methods

3

Statistics and research methods comprise the essential tools for social scientists to generate the knowledge base across all of the domain. This course introduces students to various research methods and statistical concepts required to demonstrate scientific findings in the social sciences. This course also exposes students to the impact of diversity and the role of bias in research. Students will explore how to utilize survey methods to evaluate intervention and prevention efforts. They will also gain critical scholarly communication skills using APA style.

PSYC 306 - Cognitive Behavioral Psychology

3

This course explores both the basic science of cognitive psychology as well as its application in CBT. Cognitive psychologists study perception, memory, attention, language, and emotion, in order to understand how these processes influence cognition, behavior, and decision making. This scientifically derived awareness of mental processes also informs approaches to intervention falling under the label cognitive-behavioral therapy (CBT).

PSYC 307 - Biological Basis of Behavior

3

Drawing on current neuroscience research, this course introduces students to the structures of the brain and nervous system, the complexities of the endocrine system, and the research on the roles of these systems in behavior and other psychological phenomena. Students will explore the role biological structures and physiological systems play in psychological experiences. Topics also include the scientific methods for studying the brain, evolution and genetic heritability, and current research on neurological disorders.

PSYC 401 - Community Psychology

3

In response to the increasing complexity of social systems, community psychology plays a vital role in understanding and shaping the quality of life for individuals, communities, and society. This course will expose students to the wide variety of forces and structures in the community which facilitate psychological competence, empowerment, promotion of constructive social change, and interaction of ecological systems within a global environment.

INDS 402 - Ethics, Socially Responsible Organizations, and Leadership

3

This course will expose students to socially responsible practice and leadership approaches that create the foundations

for building effective and ethical organizations, groups, and systems. Students will examine the ethical and technical skills necessary for solving social problems, explore social justice focused delivery systems, and evaluate the integration of ethical frameworks within communities, nonprofit, corporate, educational, and public sector systems for advancement of socially responsible practice within the field.

PSYC 403 - The Psychology of Gender and Sexual Orientation

3

Biological sex, gender identity, and sexual orientation all profoundly affect human behavior and relationships at both the micro and macro levels of culture and society. The intersections of gender identity and sexual orientation with other aspects of identity (e.g., race, ethnicity, age, social class, religion, physical ability, and physical difference) create complex dynamics as individuals relate to others across these varied social and cultural differences. This course examines scientific findings about the gender spectrum and transgender identity, as well as the spectrum of human sexuality. Students will examine the knowledge, skills, and attitudes that ethical and socially responsible practitioners employ to pursue advocacy and inclusion within organizations, communities, and society.

PSYC 405 - The Psychology of Systems and Addictions

3

Addiction within culture, society, and global environments has a dramatic impact on the health and welfare of multiple systems. Within this course, students will explore the biopsychosocial elements of addiction and the impact upon global societies, science, legal systems, public policy, and popular culture. Course content will provide a broad understanding of prominent psychological theories of addiction, drug usage, gambling behavior, sexual addiction, technology and media use, intervention and treatment strategies, and global law and public policy initiatives.

PSYC 404 - Global Health Psychology

3

To meet the burgeoning health needs of global communities, professionals must identify and address the factors that contribute to enhancement of quality of life. In this course, students will examine the theoretical and empirical approaches that are utilized within the U.S. and global health service delivery systems. Biopsychosocial approaches to health psychology delivery systems, physical and psychological disease prevention, health psychology coping strategies for stress, chronic illness, pain, addiction, and nutrition, and alternative models of health behavior change will be explored.

PSYC 406 - Transformations and Innovations in Healthcare

3

Access to quality healthcare constitutes a vital challenge for local, national, and global leaders. Innovative and effective service delivery systems to meet these needs are more important than ever. This course offers students a broad understanding of historical and current political, legal, technological, and economic developments within the healthcare field. Students will explore the elements of strategic planning initiatives essential to delivering healthcare in an evolving global community. Topics include healthcare policy, value creation in the industry, management and marketing for transformation, social justice and data driven research, and emerging technology based client service delivery systems.

Civic Engagement Experience (3 Credits)

CEE 301 - Civic Engagement Experience I

1

The Civic Engagement Experience (CEE) is an experiential course for understanding civic engagement. The CEE illuminates the importance of civic engagement and citizenship as foundational skills for professional, ethical, and socially responsible practice.

CEE 302 - Civic Engagement Experience II

1

The Civic Engagement Experience (CEE) is an experiential course for understanding civic engagement. The CEE illuminates the importance of civic engagement and citizenship as foundational skills for professional, ethical, and socially responsible practice.

CEE 303 - Civic Engagement Experience III

1

The Civic Engagement Experience (CEE) is an experiential course for understanding civic engagement. The CEE illuminates the importance of civic engagement and citizenship as foundational skills for professional, ethical, and socially responsible practice.

Elective Courses (12 Credits)

PSYC 407 - Life-Span Development

3

Developmental psychology examines the various lines of development--physical, linguistic, social, cognitive, emotional, moral, relational--across the lifespan. Developmental psychology attempts to understand normative development and promote conditions to support optimal development. Topics include developmental stages, attachment theory, human sexuality, and individual differences.

PSYC 408 - Social Psychology

3

People make judgments about others, conform to (or resist) social norms, make efforts to be perceived in particular ways, persuade others, and find certain traits attractive. Social psychology explores the topics of attribution, social desirability, social influence, discrimination, and prejudice. Employing a variety of scientific methods, researchers in social psychology pursue explanations of our social behavior. This course examines the breadth of social psychology and its application in applied psychology and diversity studies.

PSYC 409 - Group Dynamics and Theory

3

This course introduces concepts of group and organizational dynamics that influence individual and collective behavior. Topics include group concepts such as leadership and authority, stages of group development, research on group cohesion, and intrapersonal/interpersonal/group-as-a-whole levels of analysis.

PSYC 410 - Social Exclusion and Marginalization: Theory and Practice

3

Despite decades of social movements and psychological science addressing inequality and discrimination, certain groups remain marginalized. This course examines the persistent exclusion of various identity groups (based on race and ethnicity, age, gender, sexual orientation, religion, ability, physical difference, physical and mental health, poverty, and other factors that marginalize people) as well as the structural impediments to equal access to resources and social power.

PSYC 308 - Psychology, Law, and Political Process

3

Psychology studies human behavior and pursues answers to questions about motivation, learning, and the meaning of human behavior. The law and associated political processes attempt to regulate human behavior within global societies. The intersection of psychology and law presents a rich area of research and practice. This course will explore the theoretical knowledge base and applied tools of psychology in understanding legal systems, correctional approaches, and political processes. Students will apply psychological principles to various scenarios relating to political, governmental, and civil and criminal court systems. Additional topics include community relations, media and political advertising, and public policy formation.

PSYC 309 - Political and Economic Psychology for Social Sustainability

3

From a social justice perspective, current and future generations should have equal access to resources that provide for an enhanced quality of life. This course describes the impact of psychological principles upon political and economic systems to support the viability of persons and groups. Students will be exposed to the theory and research on health, labor, poverty, public policy, environment, and ecology. Additionally, the course explores economic practices and social justice sustainability in the context of social and cultural diversity.

PSYC 310 - Industrial and Organizational Psychology

3

Social and technological developments in society have profound effects on the world of work and employment. Effectively understanding and managing the relationships between persons, groups, organizations, and systems has become more important than ever in an expanding global society. In this course, students will explore the major foundational theories, and the history and systems of Industrial and Organizational Psychology. The course explores topics such as employee performance evaluation, training, talent development, and change management. Students will analyze workplace practices and strategies with respect to social justice outcomes.

PSYC 311 - Applied Psychology and Technology

3

Technology has a profound and constantly evolving impact on individuals and systems. This course examines the social history of technology and the influence of technology on the delivery of psychological services, its impact on behavioral dysfunction, and the application of psychological principles in the use of technology. Additional topics include the social impact of technology use upon individuals and systems, the influence of social media, and the consequences of leaving a digital footprint.

Capstone Course (3 Credits)

PSYC 450 - Applied Psychology Capstone

3

The capstone course provides a culminating experience designed to allow students to integrate their learning and demonstrate competency of the outcomes associated with this program. This course requires students to apply psychological theories and research to engage in ethically and socially responsible practice within the field. Within this course, students will integrate all of their previous coursework and learning into a capstone project to demonstrate their abilities for culturally competent engagement and practice for social justice and change.

Total Credit Hours Required: 60

Vancouver Campus

Doctoral Level Programs

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Vancouver Campus

Program Overview

The Doctor of Psychology in Clinical Psychology (Psy.D.) prepares 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. The 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 was initially designed to mirror the Chicago Campus Psy.D. curriculum, which has received accreditation from the American Psychological Association. The program curriculum has been specifically 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. 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 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. Students also complete two required clinical practica and begin their 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 the acquisition of specific knowledge, skills, and attitudes. These consist of the Doctoral Clinical Qualifying Examinations to assess the assessment and intervention competencies at the completion of the assessment and intervention practica 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 a minimum of 600 hours of clinical practicum experience and a minimum of 300 hours of direct client contact. Students are to receive a minimum of one hour of supervision for every four hours of client contact by psychologists registered in the jurisdiction, as well as group consultation support from an appropriately credentialed University faculty member. In the fifth year of the program, students complete a minimum 1,600-hour internship at an approved site. In addition, the program requires a minimum 200-hour Social Justice Practicum 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 (this is a nonclinical practicum training).

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 the qualifying examination. Qualifying examinations are important tasks in 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 this exam indicates that students demonstrate significant problems in several areas measured by the exam. Students who fail the qualifying exam 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 a second failure 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 10 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 a substantial background in psychology (defined as 30 credits of coursework in psychology).
 - Coursework must include the following prerequisites: abnormal psychology, research methods, statistics, and developmental psychology/life span development.
 - Additional coursework (pending faculty approval) should include courses related to neuroscience, cognition, social psychology, developmental psychology, tests and measurement theory, personality, and learning.
- A GPA of 3.25 or higher on a 4.0 scale for all undergraduate or graduate coursework.
 - Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways (e.g., significant clinical or research experience, strong psychology grade point average, excellent GRE scores, or an improved grade point average over time). Applicant may be asked to provide additional supporting documentation for any extenuating circumstances.
- Practicum or work experience in psychology or a related field is highly desirable and is considered in the evaluation of applicants.

Approved applicants will be evaluated through a 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. It should be noted that to maintain the teaching and training standards required by regulatory bodies, requests for transfer credits are evaluated rigorously by a committee of subject matter experts. Transfer credits are only granted to courses that meet the content and instructional requirements of the Psy.D. program.

Adler does not grant credit for any curriculum requirements based on prior learning assessments.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses as outlined in the curriculum.

2. Satisfactory completion of a minimum of 600 hours of clinical practicum with a minimum of 300 hours of direct client contact.
3. Satisfactory completion of the Social Justice Practicum.
4. A cumulative GPA of 3.5 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.

Degree Requirements

The following courses are required for this degree:

PSYD 337 - Group Therapy

3

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 lectures, student presentations, and participation in and experience leading an experiential in-class groups. 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 co-facilitating with peers and, therefore, learn to relate more effectively in the group setting.

PSYD 402 - Introduction to Adlerian Psychology and Psychopathology

3

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 their 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 humanity. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

PSYD 472 - Basic Intervention & Assessment Skills

3

This course teaches entry-level doctoral students basic relationship, intervention, diagnostic, and interviewing skills, using readings, modeling, 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.

PSYD 510 - Psychometric Theory

3

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.

PSYD 515 - Applied Research Design in Clinical Psychology

3

This course exposes students to a variety of quantitative, qualitative, mixed-methods, and program evaluation designs for conducting empirical research in clinical psychology. As preparation for their dissertation, students will also be introduced to the stages of conceptualizing, designing, and conducting research. An emphasis is placed on training students to reflect critically on the research paradigms and methods, including their philosophical underpinnings, possibilities, and limitations. Attention will be given to issues of cultural diversity in research, the connection between research questions and appropriate methodologies, ethics in research, and the relationship between research, theory, and practice in clinical psychology.

PSYD 530 - Community Psychology

3

This course is designed to focus on a variety of contemporary community mental health (CMH) issues in the current context of Canadian society with influx of immigrants and refugees. This course will cover the brief history, theory, research, and practice of community mental health. Students will learn about the historical context and prospect of community mental health. Theoretical, research, and clinical topics pertinent to community mental health will be covered and discussed. Additional emphasis will be devoted to identify service gaps/barriers faced by under-served populations and explore possible resolutions to meet the needs of our community. The range of topics include ecological models, strength-based approaches, wellness and recovery approaches (psychosocial rehabilitation), community organizations, the wraparound process, social justice, policy, psychoeducation, supervision and consultation. Guest speakers from different community agencies will present on topics relevant to community mental health. Additional focus of this course is to prepare students for unique roles of psychologists in community mental health and organization-based knowledge needed in such roles as consultant, administrator, researcher, director, or supervisor.

PSYD 550 - Statistics

3

This course concerns concepts and applications of descriptive and inferential (frequentist) statistical methods. A wide range of univariate and multivariate statistics will be covered (such as t-test, ANOVA, correlations, regressions, MANOVA, nonparametric statistics, chi square, and meta-analytic procedures). Students will learn the use of some statistical software (e.g., SPSS, JAMOVI).

PSYD 560 - Trauma Assessment & Intervention

3

This course covers the history, etiology, symptoms, diagnosis, and treatment of trauma-related dysfunction. Major diagnostic categories of trauma will be examined. Students will explore how developmental, individual, and socio-cultural factors affect an individual's response to adverse experience. Case formulation and evidence-based treatments for individuals with trauma histories will be emphasized. This course will explore ethical and professional issues related to working clinically with persons presenting with trauma-related issues.

PSYD 600 - Doctoral Professional Development Seminar I

1

This Professional Development Seminar continues to provide first year students with advisement, mentorship, and orientation to becoming a socially responsible psychologist. The seminar leader acts as an advisor to the students in the seminar throughout their first year. In the seminar, students will be guided in identifying their professional goals, and reflecting on how as future professionals they can become agents in social change. The course facilitates advisement and mentoring related to Adler degree requirements and mission, orientation to topics related to professional development in the field of clinical psychology, discussion of issues of diversity as they relate to the field and students' personal and professional growth, and an orientation to the ethical practice of clinical psychology. The class will also support students as they continue their Social Justice Practicum and its requirements.

PSYD 601 - Doctoral Professional Development Seminar II

1

This Professional Development Seminar continues to provide first year students with advisement, mentorship, and orientation to becoming a socially responsible psychologist. The seminar leader acts as an advisor to the students in the seminar throughout their first year. In the seminar, students will be guided in identifying their professional goals, and reflecting on how as future professionals they can become agents in social change. The course facilitates advisement and mentoring related to Adler degree requirements and mission, orientation to topics related to professional development in the field of clinical psychology, discussion of issues of diversity as they relate to the field and students' personal and professional growth, and an orientation to the ethical practice of clinical psychology. The class will also support students as they continue their Social Justice Practicum and its requirements.

PSYD 602 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

PSYD 603 - Doctoral Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

PSYD 604 - Social Justice Practicum Continued

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Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after PSYD-203.

PSYD 627 - Assessment I: Cognitive & Intellectual Assessment

4

This course is designed to introduce students to the theoretical basis, psychometrics, ethics and clinical application of cognitive and academic assessment. Students are expected to develop competency in administration, scoring and interpretation of commonly used intelligence and academic achievement measures for adult and children. Cultural influences and diversity issues involving assessment procedures are emphasized. Students will learn to compile reports based on simulated data from clinical interviews, behavioral observations, mental status examinations, and formal cognitive/academic test data. Students will learn to incorporate report findings into case conceptualization and consider DSM-5 diagnosis to formulate diagnostic impressions. This course must be taken with the required lab.

PSYD 628 - Assessment II: Personality

3

This course will provide an overview of the conceptual, theoretical and empirical issues in the measurement of personality and psychopathology. Students will learn to administer, score, and interpret measures of personality and psychopathology. The course will include an introduction to projective measures and will integrate the assessment of personality assets and strengths, as well as criticisms of traditional approaches to personality assessment. This course will explore ethical and professional issues related to assessment of personality and psychopathology.

Prerequisites: Student must complete PSYD-627 prior to registering for this course.

PSYD 629 - Assessment III: Integrated Assessment (with Lab)

4

This course is designed to develop student's knowledge and skills in the writing of integrated psychological reports. This course aims to further consolidate materials taught in PsyD 627 and 628 by teaching student to integrate results of cognitive and personality measures into a coherent description of the client. During this course, students will learn to combine clinical findings from multiple sources, develop diagnostic impressions, formulate case conceptualization, and provide relevant recommendations. The primary focus in this course is placed on the interpretation of psychological tests, report writing, and treatment recommendations. Sample assessment reports written for different settings will be used to teach students about variations of content and format required for different types of assessment report. Moreover, this course aims to provide students with a deeper understanding of theories and issues of intelligence and personality testing, as well as practical skills in clinical interview and test administration. Additional emphasis is to cultivate student's ability to perform clinical interview, conduct behavioural observation, and provide feedback to clients. Issues of working with diverse populations and cultural considerations in psychological testing will be introduced and discussed. Overall, students are expected to become proficient in producing an integrated assessment report that provides cogent analysis of test data, and offers meaningful recommendations based on assessment findings and referral questions. This course may not be transferred or waived as it serves to prepare students for the Doctoral Clinical Qualifying Exam (DCQE Assessment).

PSYD 630 - Cognitive/Behavioural Approaches to Intervention

3

Cognitive-behavioural approaches to treatment have been applied with a broad range of patient populations for a variety of problems. As CBT models have gained influence, the need to understand, both, the theoretical and practical bases of interventions based on cognitive-behavioural principles has become more prominent. This course is designed to familiarize 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 Behaviour

3

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, consciousness, motivation and human learning. The relevance of these topics to clinical practice and social issues will be examined.

PSYD 634 - History and Systems

3

This course provides a survey of the historical development of major theories, research, and practice in psychology. Major systems of psychology are examined. 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. The impact of these major theories on students' understanding of human behaviour is explored.

PSYD 636 - Biological Bases of Behaviour

3

This course is designed to introduce students to the biological bases of human behaviours. Topics studied include: The history of, theories, and current advances of biopsychology, anatomy and function of central nervous system, brain damage and neuroplasticity, organization of sensory systems, biological bases of cognitive functioning (learning, language & memory), biopsychology of motivation, cognition and emotion, and biological aspects of psychiatric illnesses. Students are expected to develop a good understanding of the bidirectional relationship between neurophysiology and behaviors. Issues of how culture interact with human neurobiology will be presented and discussed as the backdrop of this course to enhance student's awareness of the roles of culture in shaping human biology.

PSYD 641 - Social Psychology & Individual Differences

3

This course examines the principal theories and concepts of social psychology. Focus will be on understanding the role of social context and individual differences on human behaviour, with particular attention to diversity-related factors. This course will survey self- and other-perception; social cognition; attitude formation; stereotypes, prejudice and discrimination; aggression; altruism; and interpersonal attraction, etc.

PSYD 647 - Biopsychosocial Bases of Health & Dysfunction - Adult

3

This course is designed to provide students with the foundational knowledge and skills necessary for understanding diagnoses in adulthood from a biopsychosocial perspective. A broad introduction to the biopsychosocial etiologies of mental disorders and therapeutic approaches (e.g., psychodynamic, cognitive-behavioral therapies, etc.) commonly used for treatment will be reviewed. Clinical features of a wide range of mental disorders (e.g., psycho-physiological, anxiety, stress-related dysfunctions, personality, mood, and psychotic disorders) will be examined. Students will familiarize themselves with the DSM-5 classification of disorders (with a focus on adulthood).

PSYD 648 - Biopsychosocial Bases of Health And Dysfunction - Child

3

This course is designed to provide students with the foundational knowledge and skills necessary for understanding diagnoses in childhood from a biopsychosocial perspective. A broad introduction to the biopsychosocial etiologies of mental disorders and therapeutic approaches (e.g., psychodynamic, cognitive-behavioral therapies, etc.) commonly used for treatment will be reviewed. Clinical features of a wide range of mental disorders (e.g., psycho-physiological, anxiety, stress-related dysfunctions, personality, mood, and psychotic disorders) will be examined. Students will familiarize themselves with both the 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 & Professional Practice in Psychology

3

This course is designed to provide students with a solid foundation for the ethical practice of professional psychology in Canada. Students will learn the Canadian Psychological Association Code of Ethics (4th Edition, 2017) and the Code

of Conduct of the College of Psychologists of British Columbia (CPBC). The focus of the course will include ethical standards, privacy, boundaries, rights of clients, credentialing, mental health codes and legislation and including court decisions affecting mental health professionals. This course will also introduce ethical guidelines for the primary realms of professional psychology practice: clinical, research, teaching, assessment and acquaint students with the Research Ethics Board (REB), its functions and requirements. 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

This course is designed to acquaint students with the fundamental principles of humanistic-existential approaches to psychotherapy. 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 humanistic/existential interventions (e.g., Emotion-Focused Therapy). Students will learn the guiding principles as well as specific techniques associated with these models of treatment.

PSYD 663 - Introduction to Child and Family Intervention

3

This course will provide an overview of a number of models of family therapy (example: Bowenian Family Therapy, Attachment Theory, Emotion-Focused Family Therapy, and Gottman). Special topics pertaining to children/adolescents and family will be explored. All of these models will be critiqued for gender and cultural bias and safeguards to limit these biases. Students will be encouraged to examine these models for their degree of fit with variables such as the student's theoretical orientation, clinical experience, expected professional context, cultural background and gender.

PSYD 670 - Psychodynamic Approaches to Intervention

3

This course provides an overview of some current theories of psychoanalytic/psychodynamic theory and practical applications to the treatment of common psychological disorders. Students develop an understanding of the basic therapeutic techniques used in psychodynamic therapy. Case examples are presented through role-play, video clips, and 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 diversity-related factors are explored.

PSYD 675 - Structural and Sociocultural Bases Of Health and Disfunction

3

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

PSYD 680 - Supervision and Consultation

3

This course 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

This course is an introduction to the scientific principles and clinical information needed for a basic understanding of the uses and limitations of the major classes of psychopharmacologic agents. The course builds on the material introduced in the prerequisite courses on biological bases of behaviour.

PSYD 691 - Doctoral Clinical Qualifying Exam - Intervention

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Please refer to the current DCQE Handbook for full description.

PSYD 692 - The Role of the Psychologist in Management, Administration, and Leadership

3

This course will focus on preparing students to assume administrative and management roles in behavioural 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 modelling that will permit students to begin or continue the career-long development of their organizational leadership skills. 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

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Please refer to the current Practicum Handbook for full description.

PSYD 702 - Assessment Practicum II

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Please refer to the current Practicum Handbook for full description.

PSYD 703 - Assessment Practicum III

1

Please refer to the current Practicum Handbook for full description.

PSYD 709 - Supplemental Practicum Continued

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This practicum should only be taken after a student has registered for and completed the Assessment and/or therapy Practicum sequences. It can allow for completion of an existing practicum contract that extends beyond the final semester of registration, or it can be used to allow a student to complete additional hours of practicum in order to meet program and registration requirements or as an optional activity to develop advanced competencies in psychological assessment or intervention. A student will need to continue to register for this course designation as long as they continue to be in practicum. Please see the full description of Therapy Practicum requirements in the Practicum Handbook (Appendix G).

PSYD 704 - Therapy Practicum I

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Please refer to the current Practicum Handbook for full description.

PSYD 705 - Therapy Practicum II

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Please refer to the current Practicum Handbook for full description.

PSYD 706 - Therapy Practicum III

1

Please refer to the current Practicum Handbook for full description.

PSYD 711 - Assessment Practicum Seminar I

1

Taken concurrently with the assessment practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, psychometric testing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to review and discuss assessment cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE.

PSYD 712 - Assessment Practicum Seminar II

1

Taken concurrently with the assessment practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, psychometric testing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to

review and discuss assessment cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE.

PSYD 713 - Assessment Practicum Seminar III

1

Taken concurrently with the assessment practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, psychometric testing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to review and discuss assessment cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE.

PSYD 714 - Therapy Practicum Seminar I

1

Taken concurrently with the therapy practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to review and discuss intervention cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE. This seminar runs concurrent with your therapy practicum training, and may not be transferred or waived

PSYD 715 - Therapy Practicum Seminar II

1

Taken concurrently with the therapy practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to review and discuss intervention cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE.

PSYD 716 - Therapy Practicum Seminar III

1

Taken concurrently with the therapy practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to review and discuss intervention cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE.

PSYD 900 - Doctoral Dissertation Seminar: Proposal I

1

This course is designed to carry out the foundational work involved in developing and conceptualizing the dissertation topic. The focus is to construct a dissertation committee, and map out the various stages of the dissertation process.

PSYD 901 - Doctoral Dissertation Seminar: Proposal II

1

This course focuses on research proposal development in the student's chosen area of research. Students are required to complete the proposal work and receive the approval of the dissertation committee. The successful completion of this proposal work is required before the commencement of internship. Students must continue to register in this course until the dissertation proposal is successfully approved by the committee. After three consecutive failures, the student's status in the program is subject to review.

Prerequisites: Student must complete PSYD-900 prior to registering for this course.

PSYD 901.1 - Doctoral Dissertation Seminar: Proposal II Continued

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This course is designed for students who have successfully completed 901 but have not yet received approval for their dissertation proposal. Students will continue to enrol in this course till the completion and approval of their proposal. Once the dissertation proposal is approved then students can progress to the dissertation seminar series.

Prerequisites: Student must complete PSYD-901 prior to registering for this course

PSYD 902 - Doctoral Dissertation Seminar I

1

Students who received approval for their proposal must continue to make consistent progress on their dissertation work. This course is focused on assisting the student with various stages of executing the dissertation study.

Prerequisites: Student must complete PSYD-901 prior to registering for this course.

PSYD 903 - Doctoral Dissertation Seminar II

1

Students who received approval for their proposal must continue to make consistent progress on their dissertation work. This course is focused on assisting the student with various stages of executing the dissertation study.

Prerequisites: Student must complete PSYD-902 prior to registering for this course.

PSYD 904 - Doctoral Dissertation Seminar III

1

Students who received approval for their proposal must continue to make consistent progress on their dissertation work. This course is focused on assisting the student in continuing to advance with dissertation work and must demonstrate steady progress toward completion of the dissertation requirement.

Prerequisites: Student must complete PSYD-903 prior to registering for this course.

PSYD 906 - Doctoral Dissertation Seminar Continued

0

Doctoral students who are continuing to work on their thesis and have already registered for and completed the Doctoral Dissertation Seminar courses must register each term for this course and pay the required fee to remain in good standing. Students enrolled in Doctoral Dissertation Seminar Continued are expected to make steady and consistent progress on completion of their dissertation.

Prerequisites: Student must register for PSYD-904 prior to registering for this course.

PSYD 990 - Doctoral CQE - Assessment

0

Please refer to the current DCQE Handbook for full description.

- PSYD *** - Clinical Elective Credits: 3

PSYD 929 - Doctoral Internship Full-Time

1

Prerequisites: Successful completion of the Doctoral Comprehensive Examinations, doctoral dissertation proposal, and permission of the Director of Clinical Training based on completion of all necessary practica and foundational courses. All students must complete 2000-internship of training over a 12-month period (with the option of a half-time internship completed over a 24-months period). Most internships are full time and require a 12-months commitment. The internship is designed to provide an intensive clinical experience building skills acquired during the first four years of the program, e.g., practica, coursework, and supervision. The Director of Clinical Training assists students in identifying appropriate sites. Students enroll in the fall term, and must enroll in three consecutive terms for the internship.

PSYD 930 - Doctoral Internship Full-Time

1

Prerequisites: Successful completion of the Doctoral Comprehensive Examinations, doctoral dissertation proposal, and permission of the Director of Clinical Training based on completion of all necessary practica and foundational courses. All students must complete 2000-internship of training over a 12-month period (with the option of a half-time internship completed over a 24-months period). Most internships are full time and require a 12-months commitment. The internship is designed to provide an intensive clinical experience building skills acquired during the first four years of the program, e.g., practica, coursework, and supervision. The Director of Clinical Training assists students in identifying appropriate sites. Students enroll in the fall term, and must enroll in three consecutive terms for the internship.

Prerequisites: Student must complete PSYD-929 prior to registering for this course.

PSYD 931 - Doctoral Internship Full-Time

1

Prerequisites: Successful completion of the Doctoral Comprehensive Examinations, doctoral dissertation proposal, and permission of the Director of Clinical Training based on completion of all necessary practica and foundational courses. All students must complete 2000-internship of training over a 12-month period (with the option of a half-time internship completed over a 24-months period). Most internships are full time and require a 12-months commitment. The internship is designed to provide an intensive clinical experience building skills acquired during the first four years of the program, e.g., practica, coursework, and supervision. The Director of Clinical Training assists students in identifying appropriate sites. Students enroll in the fall term, and must enroll in three consecutive terms for the internship.

or

- PSYD 932 - Doctoral Internship Part-Time
- PSYD 933 - Doctoral Internship Part-Time
- PSYD 934 - Doctoral Internship Part-Time
- PSYD 935 - Doctoral Internship Part-Time
- PSYD 936 - Doctoral Internship Part-Time
- PSYD 937 - Doctoral Internship Part-Time

PSYD 938 - Doctoral Internship Ft Continued

0

This internship continued is for student who have not completed 2000-internship of training over a 12 month period and require more time. Students must have approval from the Director of Clinical Training before enrolling in PSYD 938.

Prerequisites: Student must complete PSYD-929, PSYD-930, and PSYD-931 prior to registering for this course.

Total Credit Hours Required: 107

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

Note: Curriculum requirements may change in accordance with approval from the British Columbia Minister of Post-Secondary Education and Future Skills.

Curriculum Sequence

Students should take courses described in the curriculum sequence provided by the program 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 a longer time to complete the degree. Sequence may be subject to alteration, and therefore may vary across different cohorts.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Nov. 9, 2022 having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master's Level Programs

Master of Arts in Counselling Psychology, (MACP)

Program Overview

The Master of Arts in Counselling Psychology (MACP), in alignment with Adler University's scholar-practitioner-advocate 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 five 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 lifelong 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; (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; and (5) to prepare graduates with the theoretical and scholarship foundations for further academic study at the doctoral level.

This comprehensive program can be completed in a two-year period as a full-time student, including summer terms, 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.

Practicum - Vancouver Campus

An integral part of the M.A. in Counselling Psychology 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 (SJP)

Students completing first-year coursework will spend eight 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 200 hours of SJP is required. For more information, students should contact the manager of Community Action and Engagement, Vancouver Campus.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the student sits for the MCQE.

Clinical Practicum

After completion of all first-year coursework, students should expect to spend two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, Practicum Continuation, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum of 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP 506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

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 Preparation for the M.A. Thesis (MACP 525). Once students register for MACP 525, they are required to continuously register in M.A. Thesis courses (MACP 526, MACP 527, and MACP 528) over the next three consecutive terms. Students who have not completed their thesis after registering for MACP 526, MACP 527, and MACP 528 are required to register for M.A. Thesis Continuation (MACP 529) 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. Please see the MACP Thesis Handbook for specific thesis timeline requirements. 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.

Admission Requirements

Adler University takes great pride in its diverse student body. Students represent 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.

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 GPA 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 in lifespan/development.

- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.
- Approved applicants will be evaluated through a 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.

Graduation Requirements

1. Satisfactory completion of 59 required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of practicum.
3. Satisfactory completion of a minimum of 200 hours of Social Justice Practicum.
4. A cumulative GPA of 3.30 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.

Degree Requirements

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

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 474 - Advanced Counselling Skills and Interventions

3

This course will focus on more advanced counselling skills (e.g., silence, immediacy, self-disclosure, use of metaphor, inferring client feelings, enhancing responses, body awareness). Students will be introduced to theories of change and will learn and practice interventions related to those theories from different counselling orientations. All counselling will be approached and practiced through a multicultural and diversity lens. The course will also cover evidenced based research that supports the importance of developing counsellor-client relationships as well as the use and application of

interventions. The growth of self as counsellor will be developed around self-reflexivity, self-compassion, self-care, resiliency, and use of feedback.

Prerequisites: Student must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are

working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MACP 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 525 - Preparation for MA Thesis

1

This seminar will provide students with an opportunity to meet in a small group format with peers and their thesis supervisor as part of the thesis advising process. With guidance from their Supervisor and peers, students will review and discuss their thesis topics and research methodologies with the goal of developing, refining and completing their thesis proposal by the end of the seminar. Students will also learn about the ethical responsibilities related to conducting psychological research and be expected to work on their Ethics application during the term.

Prerequisites: Student must complete MACP-495 prior to registering for this course.

MACP 526 - M.A. Thesis I

1

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. Students are required to take this course prior to registering for MACP-527.

Prerequisites: Student must complete MAC-525 or MACP-525 prior to registering for this course.

MACP 527 - M.A. Thesis II

1

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.

Prerequisites: Student must complete MAC-526 or MACP-526 prior to registering for this course.

MACP 528 - M.A. Thesis III

1

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.

Prerequisites: Student must complete MAC-527 or MACP-527 prior to registering for this course.

MACP 529 - M.A. Thesis Continuation

0

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 MACP program.

Prerequisites: Student must complete MAC-528 or MACP-528 prior to registering for this course.

MACP 610 - Practicum Continued

0

This course is required when the amount of time needed in the Masters Practicum exceeds 2 terms (MACP 506 and MACP 507). The Training Director will make a referral to this course.

Prerequisites: Requires approval from the Director of Training.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macrotrends). Therefore, effective socially responsible intervention and problem-solving requires an ability to see and analyze the structures and systems that fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

Clinical Elective Course Options (Students must select two)

MACP 438 - Introduction to Addictive Disorders

3

This course is designed to provide an introduction to substance use disorders measured on a continuum from mild to severe throughout a person's lifespan. Included is an overview of the information needed to assess substance use disorders and compulsive addictive behaviours along with the relevant treatment models, and to provide the tools to recognize the signs and symptoms of substance use, misuse, abuse, dependence, and dual disorders. The understanding of basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the sociocultural historic development of self-help groups, treatment delivery systems, and social justice issues.

MACP 569 - Lifestyle & Career Development

3

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. Career counselling is a collaborative process designed to help clients to clarify, specify, implement, and adjust to work-related decisions throughout the life span with the aim of

assisting individuals in locating a career that is meaningful, productive, and fulfilling. This course will critically survey career development theories, issues, and practices that have specific applications to career counselling and their effectiveness.

Prerequisites: Student must complete MACP-472 MACP-520, MACP 505 and MACP 641 prior to registering for this course.

MACP 673 - Advanced Adlerian Intervention

3

The theoretical principles of Individual Psychology (IP) including holism, phenomenology, teleology, and social interest are applied to address the cognitive, affective, and socio-cultural dimensions of personality development. The impact of unique and creative perception in the formation of an individual's self, ethical, and world view will be demonstrated. Adlerian personality assessment or style of life will be emphasized as an assessment tool in the cache of the IP practitioner. Family constellation (system), early memories, dreams, life tasks, and their meaningful significance and usefulness will be used to gain an understanding of each client's unique personality development. Adlerian concepts will be practically applied to approaches to counselling and therapy. Interventions that are congruent with theoretical assumptions such as social interest, holism, phenomenology, and teleology will be examined. The life style assessment will be used to develop comprehensive, diverse and culturally specific treatment plans and goals. Adlerian therapeutic techniques will be examined and practiced.

Prerequisites: Student must complete MACP-402, MACP-505, MACP-520 AND MACP 472 prior to registering for this course.

MACP 674 - Introduction to Sex Therapy

3

This course provides an introduction to sex therapy, with a focus on the foundational underpinnings required for clinical practice. The course will address theory and research about the historical, biological, psychological and social/cultural influences on human sexuality and its expression. Students will critically examine their own personal biases and reactions to the material, reflect and evaluate the various forms of sexual expression and concerns for clients, consider the meaning of sex positivity and sex negativity and how it relates to sexual concerns, and learn basic skills about how to intervene in a clinical setting. Topics that will be addressed include: Sexual Anatomy, Sexual Response, Sexual Health, Gender Expression and/or Identity, Sexual Orientation, Sexual Preferences and Expression, Sexual Concerns, and Sexual Communication. Students should come prepared to examine their thoughts, beliefs, preferences, and assumptions as they relate to their own sexualities.

Prerequisites: Students must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 676 - Introduction to Depth Psychology And Psychotherapy

3

This seminar course introduces students to the theory and practice of depth psychology and psychotherapy. Because students will examine the work of Alfred Adler elsewhere in the program, this course will focus on some key ideas from the Psychoanalytic and Analytic (Jungian) traditions. Students' reflection on their personal process will form a key premise and context for their learning about depth psychology. The course will emphasize experiential learning and interactive activities. Common threads or themes in the course will include engagement with the unconscious and the dynamics of self and other. Topics addressed may include human development, working in the therapeutic frame,

transference and countertransference and dream work. Critical evaluation of the constructs will include issues related diversity, social justice and social responsibility. Depth psychology and psychotherapy enriches clinical practice by providing distinct opportunities for increasing self-awareness and knowledge of inter-personal dynamics.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

Total Credit Hours Required: 59

*Required before beginning clinical practicum.

**Lab fee applied.

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Arts in Counselling Psychology: School and Youth Concentration (Long Program), (MACP:SY)

Program Overview

The Master of Arts in Counselling Psychology: School and Youth Concentration (MACP:SY), in alignment with Adler University's scholar-practitioner-advocate model, prepares students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice with children and adolescents. The program concentration offers comprehensive and personal graduate degree training that qualifies students as counselling professionals in a primarily 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.

The five established MACP:SY objectives are (1) to train graduates to ethically assess and skillfully intervene with a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse young clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong 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; (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 healthy communities stemming from Adler University's mission towards social interest; and (5) to prepare graduates with the theoretical and scholarship foundations for further academic study at the doctoral level.

This comprehensive program is designed for qualified teachers in British Columbia who have been granted the BC Teacher Federation's Teacher Qualification Service (TQS) Category 4 and want to upgrade their training to Category 6. This degree program has been pre-approved by the TQS to be an acceptable graduate degree as a "long program" to meet the criteria of completing the course credits, capstone project, and master's degree necessary for Category 4 teachers to obtain Category 6. As stated on the TQS website, each individual teacher should contact the TQS to request pre-approval for their Category 6 education plan and to have their undergraduate education and other coursework

considered within this qualification process. This program can be completed in a two-year period as a full-time student, including summer terms, if courses are completed according to the curriculum sequence below. This program is identical to the Master of Counselling Psychology: School and Youth Concentration (Long Program) but requires the successful completion of a thesis.

Graduates of the program are well prepared for a wide variety of mental health positions in schools, 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.

Graduation Requirements

1. Satisfactory completion of 62 required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of clinical practicum.
3. Satisfactory completion of a minimum of 200 hours of Social Justice Practicum.
4. A cumulative GPA of 3.30 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 GPA 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 in lifespan/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.

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: School and Youth Concentration 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 community-oriented practicum experience, the 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' clinically oriented 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

In their first year, students will spend eight 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 200 hours of SJP is required. For more information, 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 two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, practicum continued, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the students sit for the MCQE.

M.A. Thesis - Vancouver Campus

Students are required to complete a research-based thesis as a capstone project of their MACP degree. Students begin the thesis process by registering for Preparation for M.A. Thesis (MACP 525). Once students register for MACP 525, they are required to continuously register in M.A. Thesis courses (MACP 526, MACP 527, and MACP 528) over the next three consecutive terms. Students who have not completed their M.A. Thesis after registering for MACP 526, MACP 527, and MACP 528 are required to register for M.A. Thesis Continuation (MACP 529) 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. Please see the MACP Thesis Handbook for specific thesis timeline requirements. 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. Visit Adler Connect for the current MACP Thesis Handbook.

Degree Requirements

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

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as

the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level

counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

PCO 610 - Practicum Continuation

0

Master's level students are most likely to enroll for this course in the summer term after enrolling for practicum in the fall and spring term. Students who register for this course must also pay for the liability fee associated with practicum training.

Prerequisites: Students must have completed all of their practicum requirements.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macrorends). Therefore, effective socially responsible intervention and problem-solving requires an ability to see and analyze the structures and systems that fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MSYC 582 - School Counselling and Consultation

3

This course will broadly explore the role of the school counsellor in K-12 education settings. Students will critically examine how current theories in counselling psychology inform various therapeutic approaches to supporting the social, emotional, and behavioural needs of students in elementary, middle and secondary schools. Class sessions will include exploration of school counselling-related topics including relevant laws and ethics, specific application of child/adolescent guidance programs, and evidence-based practice in comprehensive school counselling programs, and an introduction to legal and ethical obligations.

MSYC 583 - Child Development and Counselling

3

This course provides an overview of knowledge and approaches to counselling that are developmentally appropriate for children (approximately 4-11 years of age). Theories, techniques, and strategies for working with children are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with experience in skill development using individual counselling and play therapy. This course is divided into two sections: Half of the course will focus on child development and the other half will focus on counselling skills.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MSYC 584 - Adolescent Development and Counselling

3

This course provides an overview of developmentally appropriate knowledge and approaches to counselling adolescents (approximately 12-19 years of age). Theories, techniques, and strategies for working with adolescents are

presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with in-depth experience in skill development using individual and group counselling and group guidance.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

MACP 525 - Preparation for MA Thesis

1

This seminar will provide students with an opportunity to meet in a small group format with peers and their thesis supervisor as part of the thesis advising process. With guidance from their Supervisor and peers, students will review and discuss their thesis topics and research methodologies with the goal of developing, refining and completing their thesis proposal by the end of the seminar. Students will also learn about the ethical responsibilities related to conducting psychological research and be expected to work on their Ethics application during the term.

Prerequisites: Student must complete MACP-495 prior to registering for this course.

MACP 526 - M.A. Thesis I

1

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. Students are required to take this course prior to registering for MACP-527.

Prerequisites: Student must complete MAC-525 or MACP-525 prior to registering for this course.

MACP 527 - M.A. Thesis II

1

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.

Prerequisites: Student must complete MAC-526 or MACP-526 prior to registering for this course.

MACP 528 - M.A. Thesis III

1

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.

Prerequisites: Student must complete MAC-527 or MACP-527 prior to registering for this course.

MACP 529 - M.A. Thesis Continuation

0

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 MACP program.

Prerequisites: Student must complete MAC-528 or MACP-528 prior to registering for this course.

Clinical Elective Course Options (Students must select one)

MACP 438 - Introduction to Addictive Disorders

3

This course is designed to provide an introduction to substance use disorders measured on a continuum from mild to severe throughout a person's lifespan. Included is an overview of the information needed to assess substance use disorders and compulsive addictive behaviours along with the relevant treatment models, and to provide the tools to recognize the signs and symptoms of substance use, misuse, abuse, dependence, and dual disorders. The understanding of basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the sociocultural historic development of self-help groups, treatment delivery systems, and social justice issues.

MACP 569 - Lifestyle & Career Development

3

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. Career counselling is a collaborative process designed to help clients to clarify, specify, implement, and adjust to work-related decisions throughout the life span with the aim of assisting individuals in locating a career that is meaningful, productive, and fulfilling. This course will critically survey

career development theories, issues, and practices that have specific applications to career counselling and their effectiveness.

Prerequisites: Student must complete MACP-472 MACP-520, MACP 505 and MACP 641 prior to registering for this course.

MACP 673 - Advanced Adlerian Intervention

3

The theoretical principles of Individual Psychology (IP) including holism, phenomenology, teleology, and social interest are applied to address the cognitive, affective, and socio-cultural dimensions of personality development. The impact of unique and creative perception in the formation of an individual's self, ethical, and world view will be demonstrated. Adlerian personality assessment or style of life will be emphasized as an assessment tool in the cache of the IP practitioner. Family constellation (system), early memories, dreams, life tasks, and their meaningful significance and usefulness will be used to gain an understanding of each client's unique personality development. Adlerian concepts will be practically applied to approaches to counselling and therapy. Interventions that are congruent with theoretical assumptions such as social interest, holism, phenomenology, and teleology will be examined. The life style assessment will be used to develop comprehensive, diverse and culturally specific treatment plans and goals. Adlerian therapeutic techniques will be examined and practiced.

Prerequisites: Student must complete MACP-402, MACP-505, MACP-520 AND MACP 472 prior to registering for this course.

MACP 674 - Introduction to Sex Therapy

3

This course provides an introduction to sex therapy, with a focus on the foundational underpinnings required for clinical practice. The course will address theory and research about the historical, biological, psychological and social/cultural influences on human sexuality and its expression. Students will critically examine their own personal biases and reactions to the material, reflect and evaluate the various forms of sexual expression and concerns for clients, consider the meaning of sex positivity and sex negativity and how it relates to sexual concerns, and learn basic skills about how to intervene in a clinical setting. Topics that will be addressed include: Sexual Anatomy, Sexual Response, Sexual Health, Gender Expression and/or Identity, Sexual Orientation, Sexual Preferences and Expression, Sexual Concerns, and Sexual Communication. Students should come prepared to examine their thoughts, beliefs, preferences, and assumptions as they relate to their own sexualities.

Prerequisites: Students must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 676 - Introduction to Depth Psychology And Psychotherapy

3

This seminar course introduces students to the theory and practice of depth psychology and psychotherapy. Because students will examine the work of Alfred Adler elsewhere in the program, this course will focus on some key ideas from the Psychoanalytic and Analytic (Jungian) traditions. Students' reflection on their personal process will form a key premise and context for their learning about depth psychology. The course will emphasize experiential learning and interactive activities. Common threads or themes in the course will include engagement with the unconscious and the dynamics of self and other. Topics addressed may include human development, working in the therapeutic frame, transference and countertransference and dream work. Critical evaluation of the constructs will include issues related

diversity, social justice and social responsibility. Depth psychology and psychotherapy enriches clinical practice by providing distinct opportunities for increasing self-awareness and knowledge of inter-personal dynamics.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

Total Credit Hours Required: 62

(63 if student takes Thesis Continuation)

*Required before beginning practicum

**Lab fee applied

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Arts in Counselling Psychology: School and Youth Concentration, (MACP:SY)

Program Overview

The Master of Arts in Counselling Psychology: School and Youth Concentration (MACP:SY), in alignment with Adler University's scholar-practitioner-advocate model, prepares students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice with children and adolescents. The program concentration offers comprehensive and personal graduate degree training that qualifies students as counselling professionals in a primarily 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.

The five established MACP:SY objectives are: (1) to train graduates to ethically assess and skillfully intervene with a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse young clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong 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; (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 healthy communities stemming from Adler University's mission towards social interest; and (5) to prepare graduates with the theoretical and scholarship foundations for further academic study at the doctoral level.

This comprehensive program can be completed in a two-year period as a full-time student, including summer terms, if courses are completed according to the curriculum sequence below. This program is identical to the Master of Counselling Psychology: School and Youth Concentration but requires the successful completion of a thesis.

Graduates of the program are well prepared for a wide variety of mental health positions in schools, 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.

Graduation Requirements

1. Satisfactory completion of 59 required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of clinical practicum.
3. Satisfactory completion of a minimum of 200 hours of Social Justice Practicum.
4. A cumulative GPA of 3.30 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.

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 GPA 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 in lifespan/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.
- Approved applicants will be evaluated through a 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: School and Youth Concentration 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 community-oriented practicum experience, the 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' clinically-oriented 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 (SJP)

In their first year, students will spend eight 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 200 hours of SJP is required. Students should contact the Manager of Community Action and Engagement, Vancouver Campus.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the student sits for the MCQE.

Clinical Practicum

After completion of all first-year coursework, students should expect to spend two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, Practicum Continuation, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum of 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP 506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

M.A. Thesis - Vancouver Campus

Students are required to complete a research-based thesis as a capstone project of their MACP degree. Students begin the thesis process by registering for Preparation for M.A. Thesis (MACP 525). Once students register for MACP 525, they are required to continuously register in M.A. Thesis courses (MACP 526, MACP 527, and MACP 528) over the next three consecutive terms. Students who have not completed their thesis after registering for MACP 526, MACP 527, and MACP 528 are required to register for M.A. Thesis Continuation (MACP 529) 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. Please see the MACP Thesis Handbook for specific thesis timeline requirements. 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. See Adler Connect for the current MACP Thesis Handbook.

Degree Requirements

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

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at

Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any

clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

PCO 610 - Practicum Continuation

0

Master's level students are most likely to enroll for this course in the summer term after enrolling for practicum in the fall and spring term. Students who register for this course must also pay for the liability fee associated with practicum training.

Prerequisites: Students must have completed all of their practicum requirements.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and

psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

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

fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MSYC 582 - School Counselling and Consultation

3

This course will broadly explore the role of the school counsellor in K-12 education settings. Students will critically examine how current theories in counselling psychology inform various therapeutic approaches to supporting the social, emotional, and behavioural needs of students in elementary, middle and secondary schools. Class sessions will include exploration of school counselling-related topics including relevant laws and ethics, specific application of child/adolescent guidance programs, and evidence-based practice in comprehensive school counselling programs, and an introduction to legal and ethical obligations.

MSYC 583 - Child Development and Counselling

3

This course provides an overview of knowledge and approaches to counselling that are developmentally appropriate for children (approximately 4-11 years of age). Theories, techniques, and strategies for working with children are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with experience in skill development using individual counselling and play therapy. This course is divided into two sections: Half of the course will focus on child development and the other half will focus on counselling skills.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MSYC 584 - Adolescent Development and Counselling

3

This course provides an overview of developmentally appropriate knowledge and approaches to counselling adolescents (approximately 12-19 years of age). Theories, techniques, and strategies for working with adolescents are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with in-depth experience in skill development using individual and group counselling and group guidance.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

MACP 525 - Preparation for MA Thesis

1

This seminar will provide students with an opportunity to meet in a small group format with peers and their thesis supervisor as part of the thesis advising process. With guidance from their Supervisor and peers, students will review and discuss their thesis topics and research methodologies with the goal of developing, refining and completing their thesis proposal by the end of the seminar. Students will also learn about the ethical responsibilities related to conducting psychological research and be expected to work on their Ethics application during the term.

Prerequisites: Student must complete MACP-495 prior to registering for this course.

MACP 526 - M.A. Thesis I

1

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. Students are required to take this course prior to registering for MACP-527.

Prerequisites: Student must complete MAC-525 or MACP-525 prior to registering for this course.

MACP 527 - M.A. Thesis II

1

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.

Prerequisites: Student must complete MAC-526 or MACP-526 prior to registering for this course.

MACP 528 - M.A. Thesis III

1

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.

Prerequisites: Student must complete MAC-527 or MACP-527 prior to registering for this course.

MACP 529 - M.A. Thesis Continuation

0

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 MACP program.

Prerequisites: Student must complete MAC-528 or MACP-528 prior to registering for this course.

Total Credit Hours Required: 59

*Required before beginning practicum

**Lab fee applied

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Arts in Industrial and Organizational Psychology, (MAIOP)

Program Overview

The Master of Arts in Industrial and Organizational Psychology (MAIOP) is designed for those looking to deepen their expertise in workplace psychology and drive meaningful change in organizational settings. The program integrates research, theory, and applied practice in areas such as organizational research and design, talent management, consulting, psychometrics, leadership, and organization development across business, industry, and the public sector. With a focus on real-world application, students develop the skills needed to analyze and enhance workplace systems at individual, team, and organizational levels.

Students engage in two practica: a 200-hour Social Justice Practicum, which emphasizes the application of psychological principles to equity and inclusion efforts, and a 300-hour Organizational Development Practicum, where students work directly within organizations to implement strategic solutions. The program also includes a primary research master's thesis, requiring students to critically engage with research and theory while demonstrating their ability to apply psychological principles in professional practice. The thesis provides a foundation for those interested in advancing research or further academic study.

Courses are offered in flexible weekday, evening, and weekend formats, allowing students to maintain professional and personal commitments while progressing through the program. Within the first month of study, students are required to obtain and maintain membership with the Canadian Psychological Association (CPA), ensuring they stay connected to industry standards and professional development opportunities.

Graduates of the core M.A. in Organizational Psychology program are not eligible for registration as a clinical counsellor.

Admission Requirements

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

- A baccalaureate degree or equivalent from an accredited institution.
- A GPA of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework.
- International students must have a minimum score in one of the following English proficiency tests:
 - 92 or better on the Internet-based TOEFL (iBT) with no band lower than 22.
 - 7.0 IELTS overall with no bands below 6.5.
 - PTE must have a minimum score of 62.

Applicants are required to submit the following items to be considered for admission:

- Application and application fee.
- Statement of Intent answering the following questions:
Please respond to the following questions in your Statement of Intent letter. Your letter should be coherent, well-organized, and reflect your voice and experiences. This is your opportunity to demonstrate your passion for psychology and suitability for the Adler University master's program. Ensure your letter is double-spaced, does not exceed three pages, and please use "headings" so that you answer each question.
- **Who are you, and where do you come from?**
Describe your background, including where you grew up and any significant personal experiences, family influences, or cultural factors shaping your interest in psychology.
- **What ignited your passion for psychology?**
Discuss a specific event, experience, or realization that sparked your interest in psychology. Include any relevant coursework, research, volunteer work, or personal experiences that have further fueled your passion for the field.
- **Why are you interested in the master's program at Adler University?**
Explain why you are specifically interested in the master's program you are applying for at Adler University.
- **Where do you see yourself in future practice?**
Describe your career aspirations and how you plan to apply your degree in your future career. Whether it be in consulting, research, teaching, or another area within psychology, explain how you intend to make a positive impact on the lives of others.
- **Personal Reflection: What is your greatest strength and area for improvement, academically and professionally?**

Reflect on your greatest strength and your area for academic and professional development. Provide specific examples that highlight these aspects of your development.

The following items are also required as part of the application process.

- Resume or Curriculum Vitae.
- Official transcripts from all undergraduate and graduate schools attended (U.S. and Canada)
 - *Transcripts should be sent directly to the Office of Admissions.*
 - *Unofficial transcripts are accepted for any schools in which a degree was not received.*
- Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the Office of Admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions advisor if you require more details.
- All applicants who meet the minimum requirements in (1) and (2) will be required to interview with a program representative. Applicants will be assessed on their academic background, work and/or volunteer experience, fit with the University mission, and the program of interest. Based on the interview, the decision will be (a) direct admission to the graduate program of interest or (b) denied admission.

*Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

Practicum - Vancouver Campus

Social Justice Practicum (SJP)

In their first year of the program, students will spend eight 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. A minimum of 200 hours of SJP is required. For more information, students should contact the manager of Community Action and Engagement, Vancouver Campus.

Professional Practicum

Students are required to complete a 240-hour organizational development practicum, which is typically completed in an organizational setting. Prior to commencing the practicum, each student will receive a review by program faculty to ensure capacity and readiness to complete the practicum. Students receive supervision by designated practitioners in the organizational setting, as well as via supervision by the Organizational Psychology faculty of Adler University. The goal of the practicum is for students to build their capacity as a practitioner by applying their knowledge, skills, attitudes, and values from their experience in the program. 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 nonprofit organizations, EAP firms, management consulting firms, and relocation or outplacement firms.

Graduation Requirements

1. Satisfactory completion of 38 credit hours, including all required courses.
2. Satisfactory completion of 200 hours of the Social Justice Practicum.
3. Satisfactory completion of 240 hours of organizational development practicum.
4. A cumulative GPA of 3.30 or higher, and no more than two courses or six credits with a final grade of C.
5. Successful completion of the MAIOP Thesis.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.

Degree Requirements

The following courses are required for this degree. It is strongly recommended that students take courses following the curriculum sequence described below to ensure timely progress in meeting program requirements.

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

Core Courses

MAIOP 215 - Leadership Development

3

This course addresses the principles of identifying and developing individual leader potential and organizational leadership capacity.

MAIOP 222 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MAIOP 225 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

MAIOP 226 - Social Justice Practicum Continued

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after MAIOP-225.

MAIOP 515 - Communication Theory and Practice

3

This course focuses on being an effective consultant. Acting as an effective consultant requires various skills including accurate self-awareness and effective interpersonal communication skills.

MAIOP 525 - Statistical Methods At Work

3

This course is designed to provide students with knowledge and skills relevant to application of statistical analyses that are essential to supplement organizational effectiveness.

Prerequisites: Student must complete MAIOP-546 prior to registering for this course.

MAIOP 546 - Research Methods in Organizational Psychology

3

This course discusses the assumptions and methods of a range of research designs used in Organizational and Applied 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 behaviour.

MAIOP 547 - Group Theory and Team Dynamics

3

This course focuses on group/team structures and processes in organizations. This course provides students with the knowledge, understanding, and skills to effectively facilitate groups and teams and support their development.

MAIOP 550 - MAIOP Thesis Preparation

1

This seminar will provide students with an opportunity to meet in a small group format with peers and their thesis advisor as part of the thesis advising process.

Prerequisites: MAIOP-546 must be taken prior to registering for this course

MAIOP 551 - MAIOP Thesis I

1

The MAIOP Thesis 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.

Prerequisites: MAIOP-550 must be taken prior to registering for this course

MAIOP 552 - MAIOP Thesis II

1

The MAIOP Thesis 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.

Prerequisites: MAIOP-551 must be taken prior to registering for this course

MAIOP 553 - MAIOP Thesis III

1

The MAIOP Thesis 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.

Prerequisites: MAIOP-552 must be taken prior to registering for this course

MAIOP 576 - Strategic Human Resource Management

3

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.

MAIOP 580 - Organizational Change and Development

3

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.

MAIOP 586 - Organizational Psychology Practicum

1

The Professional Practicum is an opportunity for students to develop professional competence in a work context. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and to develop a critical appreciation of the roles and functions of organizational psychology practitioners in organizations and the community.

Prerequisites: MAIOP-588 must be taken prior to registering for this course.

MAIOP 587 - Organizational Psychology Practicum Continuation

0

Continuation of MAIOP-586: The Professional Practicum is an opportunity for students to develop professional competence in a work context.

Prerequisites: MAIOP-586 must be taken prior to registering for this course.

MAIOP 588 - Organizational Psychology Practicum Seminar

1

Using a peer consultation model, this semester provides students preparing to be engaged in practicum training with an opportunity to discuss professional, development, and supervision of experiences.

Prerequisites: Student must complete MAIOP-589 prior to registering for this course.

MAIOP 589 - Introduction to IO Psychology, Systems, Ethics and Socially Responsible Practice

3

This course introduces the core principles of Industrial-Organizational (IO) Psychology, including organizational design, ethics, and social responsibility. Students will explore organizational structures, culture, and life cycles, while developing tools to address ethical challenges and promote sustainable, responsible business practices.

MAIOP 592 - Personnel Selection & Psychometric Assessment

3

This course focuses on how to conduct practical and professional psychological assessments for the purpose of personnel selection and development in organizational settings.

MAIOP 593 - Coaching and Consulting in IO Psychology

3

This course explores principles and practices of organizational coaching and consulting, emphasizing core skills such as client relationship management, contracting, responding to RFPs, and designing training interventions. Students will examine contemporary coaching and consulting practices in the context of current theory and organizational needs.

Prerequisites: Student must complete MAIOP-515 prior to registering for this course.

Total Credit Hours Required: 38

Curriculum Sequence

Students should take courses described in the curriculum sequence provided by the program to satisfy prerequisites for advanced courses and prepare for practicum placements. Not following the recommended course sequence may result in a longer time to complete the degree. Sequence may be subject to alteration and therefore may vary across different cohorts.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective June 5, 2019, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Counselling Psychology, (MCP)

Program Overview

The Master of Counselling Psychology (MCP), in alignment with Adler University's scholar-practitioner-advocate 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 lifelong 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.

Graduation Requirements

1. Satisfactory completion of 55 credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of clinical practicum and 200 hours of Social Justice Practicum.
3. A cumulative GPA of 3.30 or higher and no more than two courses or six credit hours 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.

Admissions 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 GPA 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 in lifespan/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.

Approved applicants will be evaluated through a 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 the 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 (SJP)

Students completing first-year coursework will spend eight 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 200 hours of SJP is required. Students should contact the manager of Community Action & Engagement, Vancouver Campus.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the student sits for the MCQE.

Clinical Practicum

After completion of all first-year coursework, students should expect to spend two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, Practicum Continuation, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum of 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP 506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

Degree Requirements - Core

*Required before beginning clinical practicum

**Lab fee applied

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 474 - Advanced Counselling Skills and Interventions

3

This course will focus on more advanced counselling skills (e.g., silence, immediacy, self-disclosure, use of metaphor, inferring client feelings, enhancing responses, body awareness). Students will be introduced to theories of change and will learn and practice interventions related to those theories from different counselling orientations. All counselling will be approached and practiced through a multicultural and diversity lens. The course will also cover evidenced based research that supports the importance of developing counsellor-client relationships as well as the use and application of interventions. The growth of self as counsellor will be developed around self-reflexivity, self-compassion, self-care, resiliency, and use of feedback.

Prerequisites: Student must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MACP 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macrorends). Therefore, effective socially responsible intervention and problem-solving requires an ability to see and analyze the structures and systems that fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

MACP 610 - Practicum Continued

0

This course is required when the amount of time needed in the Masters Practicum exceeds 2 terms (MACP 506 and MACP 507). The Training Director will make a referral to this course.

Prerequisites: Requires approval from the Director of Training.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

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Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

Clinical Elective Course Options (Students must select two)

MACP 438 - Introduction to Addictive Disorders

3

This course is designed to provide an introduction to substance use disorders measured on a continuum from mild to severe throughout a person's lifespan. Included is an overview of the information needed to assess substance use disorders and compulsive addictive behaviours along with the relevant treatment models, and to provide the tools to recognize the signs and symptoms of substance use, misuse, abuse, dependence, and dual disorders. The understanding of basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the sociocultural historic development of self-help groups, treatment delivery systems, and social justice issues.

MACP 569 - Lifestyle & Career Development

3

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. Career counselling is a collaborative process designed to help clients to clarify, specify, implement, and adjust to work-related decisions throughout the life span with the aim of assisting individuals in locating a career that is meaningful, productive, and fulfilling. This course will critically survey career development theories, issues, and practices that have specific applications to career counselling and their effectiveness.

Prerequisites: Student must complete MACP-472 MACP-520, MACP 505 and MACP 641 prior to registering for this course.

MACP 673 - Advanced Adlerian Intervention

3

The theoretical principles of Individual Psychology (IP) including holism, phenomenology, teleology, and social interest are applied to address the cognitive, affective, and socio-cultural dimensions of personality development. The impact of unique and creative perception in the formation of an individual's self, ethical, and world view will be demonstrated. Adlerian personality assessment or style of life will be emphasized as an assessment tool in the cache of the IP practitioner. Family constellation (system), early memories, dreams, life tasks, and their meaningful significance and usefulness will be used to gain an understanding of each client's unique personality development. Adlerian concepts will be practically applied to approaches to counselling and therapy. Interventions that are congruent with theoretical assumptions such as social interest, holism, phenomenology, and teleology will be examined. The life style assessment will be used to develop comprehensive, diverse and culturally specific treatment plans and goals. Adlerian therapeutic techniques will be examined and practiced.

Prerequisites: Student must complete MACP-402, MACP-505, MACP-520 AND MACP 472 prior to registering for this course.

MACP 674 - Introduction to Sex Therapy

3

This course provides an introduction to sex therapy, with a focus on the foundational underpinnings required for clinical practice. The course will address theory and research about the historical, biological, psychological and social/cultural influences on human sexuality and its expression. Students will critically examine their own personal biases and reactions to the material, reflect and evaluate the various forms of sexual expression and concerns for clients, consider the meaning of sex positivity and sex negativity and how it relates to sexual concerns, and learn basic skills about how to intervene in a clinical setting. Topics that will be addressed include: Sexual Anatomy, Sexual Response, Sexual Health, Gender Expression and/or Identity, Sexual Orientation, Sexual Preferences and Expression, Sexual Concerns, and Sexual Communication. Students should come prepared to examine their thoughts, beliefs, preferences, and assumptions as they relate to their own sexualities.

Prerequisites: Students must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 676 - Introduction to Depth Psychology And Psychotherapy

3

This seminar course introduces students to the theory and practice of depth psychology and psychotherapy. Because students will examine the work of Alfred Adler elsewhere in the program, this course will focus on some key ideas from the Psychoanalytic and Analytic (Jungian) traditions. Students' reflection on their personal process will form a key premise and context for their learning about depth psychology. The course will emphasize experiential learning and interactive activities. Common threads or themes in the course will include engagement with the unconscious and the dynamics of self and other. Topics addressed may include human development, working in the therapeutic frame, transference and countertransference and dream work. Critical evaluation of the constructs will include issues related diversity, social justice and social responsibility. Depth psychology and psychotherapy enriches clinical practice by providing distinct opportunities for increasing self-awareness and knowledge of inter-personal dynamics.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Counselling Psychology: Art Therapy, (MART)

Program Overview

The Master of Counselling Psychology: Art Therapy program at Adler University Vancouver Campus combines innovative, practical, verbal, and meta-verbal skill training with a leading-edge curriculum to educate socially responsible counsellors/art therapists. The program is an integrated degree in art therapy and counselling. The program prepares students to be both counsellors and art therapists and leads to dual credentialing in art therapy and licensure in

counselling. It provides education and clinical training within the context of the philosophy, theories, and principles of counselling and art therapy as well as Adlerian psychology, Adlerian art therapy and the institutional mission and vision. The program fosters collaboration, compassion, leadership, service in the community, cultural competence, innovation, and the creative artistic process in order to promote peace and healing. The program focuses on mastering clinical counselling principles, skills, and techniques that include competency in documentation, treatment planning, and diagnostics in conjunction with the principles, skills, and techniques of art therapy. The combination of the curriculum and the applied practica experiences produce graduates who are not only strong counselors and art therapists, but also socially responsible practitioners who engage in their communities and promote social justice. 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 program offers a unique environment focused on working with aesthetics and the senses to invite experiences related to therapeutic goals. Further, the program is committed to the practice of radical hospitality as part of the therapeutic context and focuses on the intersections of counselling and art therapy alongside expressive therapy modalities. The program trains graduates as both counsellors and art therapists by creatively combining coursework with practical and innovative field experience, clinical supervision focusing on professional development, artistic practice, and encouragement for continual personal development.

Counsellors and 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, private practice, correctional institutions, shelter programs and treatment centers for those who experience interpersonal violence, and community programs for indigenous populations, immigrants, and refugees.

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 Arts Qualifying Examination to ensure students graduate with the requisite skills and knowledge for entry-level practice in professional counselling and art therapy.

Program Purpose

The purpose of the Master of Counselling Psychology: Art Therapy program is to train graduates as both counsellors and art therapists by creatively combining coursework with practical and innovative field experience, clinical supervision focusing on professional development, artistic practice, and encouragement for continual personal development.

Program Objectives

The program's mission and purpose are both realized through the implementation of the six general program objectives (see below), which hold as their intention the training of professional counsellors and art therapists who are grounded in a strong theoretical framework based in the literature and research; who are also committed to life-long self-reflexivity and creativity; and are so strong in their perspective as socially responsible practitioners that they go into the world as inspired leaders promoting well-being in communities.

The six program objectives include:

1. Develop the attitudes, knowledge, and skills necessary to work professionally as counsellors and art therapists with diverse clients.
2. Synthesize counselling and art therapy theories from diverse perspectives in order to build a personal framework for practice.
3. Apply literature-based and research-based practices to enhance and expand the fields of counselling psychology and art therapy.
4. Implement creative practices that foster self-reflexivity and self-awareness to engage in life-long learning for personal and professional development and competence.

5. Embrace socially responsible practice and identify goals and tasks that foster inclusive, healthy communities to enhance well-being.
6. Develop leadership skills necessary to promote and educate communities regarding the value of integrating the arts and psychology for the purpose of human development.

Additional Program Specific Objectives

1. To develop graduates who ethically assess, appraise, evaluate, and intervene with diverse populations, using multiple methods, including art therapy, counselling, and psychotherapy across many settings and in changing and evolving contexts.

Objectives for Goal 1:

- 1.1 Demonstrate knowledge of, and ability to, conduct comprehensive art therapy, counselling, psychotherapeutic and related mental health field directives, assessments, and evaluations that integrate social and cultural aspects.
- 1.2 Demonstrate knowledge of, and ability to, conduct comprehensive art therapy and counselling directives and evaluations that utilize multiple intervention strategies based on current clinical research, and that integrate social and cultural considerations.
- 1.3 Demonstrate the ability and commitment to apply those principles in assessment, appraisal, intervention, and evaluation in art therapy, counselling, and psychotherapy practices within all types of populations.
- 1.4 Evaluate the efficacy of their interventions and use this information to continuously inform the treatment plan and intervention methods.
- 1.5 Understand that all types of art therapy and counselling assessments are ongoing processes that inform practice and research.
2. To develop graduates who have mastered the scientific foundations of art therapy, counselling, and psychotherapy and who apply this knowledge to their work and who use research methods to understand human problems.

Objectives for Goal 2:

- 2.1 Acquire knowledge of art therapy, counselling, and psychotherapy as a scientific discipline that serves as the basis for professional practice.
- 2.2. Integrate, synthesize, and critique scientific knowledge and literature from multiple sources, taking into account and weighing the significance of multiple determinants of human behavior and to design and conduct a research study.
- 2.3. Apply scientific knowledge to design, conduct, interpret, and report research, methodology, and statistical concepts to the practice of art therapy, counselling, and psychotherapy.
3. To train graduates to understand art therapy, counselling, and psychotherapy within a social and cultural context with the attitudes, knowledge, and skills needed to work professionally and ethically in a multicultural society.

Objectives for Goal 3:

- 3.1. Integrate knowledge of cultural and social diversity theories and competency models, social sensitivity, and relevant skills regarding individual, ethical, and cultural differences into all aspects of their work.
- 3.2. Develop knowledge of themselves as cultural beings in assessment, therapy sessions, treatment planning, evaluation and all other professional activities.

3.3. Develop socially responsible, engaged and embedded practitioners, sensitive and appreciative to individual and cultural diversity, as an active, genuine agent of positive change, helping to strengthen and revitalize the health of the community by providing counselling and art therapy services with an emphasis on working with underserved local and global communities, all in the spirit of the Adlerian founders of the school.

4. To prepare graduates who are knowledgeable in the application of management, supervision, consultation, and education methods within the profession of art therapy, counselling, and psychotherapy, including knowledge and experience of managing, facilitating, and maintaining an art therapy open studio/practice and upon eligibility, managing and supervising others.

Objectives for Goal 4:

4.1. Understand the role of the art therapist, counselor, and psychotherapist in complex systems, including the discipline of art making, skills, knowledge of art materials and processes, and the general principles of management, supervision, consultation, and education.

4.2. Demonstrate knowledge of, and skills in, the application of management, supervision, consultation, and education methods within art therapy, counselling, and psychotherapy and are knowledgeable on how they differ from other roles.

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 counselling methods, and values in their work.

Objectives for Goal 5:

5.1. Understand the role of Individual/ Adlerian Psychology within a social context in the practice of art therapy, counselling, and psychotherapy.

5.2. Integrate knowledge, attitudes, and relevant skills regarding the relationship between health, community, and the arts into all aspects of work.

5.3. Acquire knowledge of Adlerian theory/philosophy and develop Adlerian values that apply to clinical work, taking into consideration the social and cultural context and clinical applications.

Professional Registration

This program is on the Canadian Art Therapy Association and British Columbia Art Therapy Association list of approved art therapy schools. 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. Students coming from outside British Columbia are encouraged to connect with Admissions and Training to consult on the alignment of professional registration requirements in the location they wish to practice upon graduation. 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.

This program is approved by the British Columbia Art Therapy Association, and the Canadian Art Therapy Association. This program and the curriculum align with the specifications and requirements of the Art Therapy Credentials Board (ATCB), and the American Art Therapy Association (AATA). The application for accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) is in the early stages of the process.

Graduation Requirements

1. Satisfactory completion of 60 credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of clinical practicum (which includes 350 direct client contact hours and 100 hours of clinical supervision) and completion of 200 minimum hours of Social Justice Practicum.
3. A cumulative GPA of 3.30 or higher and no more than two grades or six credit hours of C.
4. Successful completion of the Master's Clinical Arts 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.

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 artmaking across three or more different areas (i.e. drawing, painting, ceramics, sculpture, and other art media). Students may earn these hours in traditional as well as non-traditional, informal ways. Please contact an Admissions Adviser for more information.
- 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.
- International students must have a minimum score in one of the following English proficiency tests:
 - 92 or better on the Internet-based TOEFL (iBT) with no band lower than 22.
 - 7.0 IELTS overall with no bands below 6.5.
 - PTE must have a minimum score of 62.

Approved applicants will be evaluated through a writing sample, a portfolio review, 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, or courses completed as part of an exchange program with our Chicago Campus that are approved by the Master of Counselling Psychology: Art Therapy program director.

Practicum - Vancouver Campus

We value rich community partnerships providing quality experience and supervision in a variety of settings with a diversity of issues: Vancouver Coastal Health, Providence Health, Fraser Valley Authority, hospitals, hospices,

palliative care wards, cancer agencies, mental health agencies, school districts, eldercare facilities, private practices, addiction services, and correctional facilities.

Social Justice Practicum (SJP)

Students completing first-year coursework will spend eight to 10 hours per week over the course of eight months at approved SJP sites and must concurrently enroll in required coursework. A minimum of 200 hours of SJP is required. International community service opportunities are also available. Students should contact the Manager of Community Action and Engagement, Vancouver Campus. Students can refer to the Social Justice Practicum (SJP) Handbook for detailed information.

Clinical Practicum

After completion of all first-year coursework, students are required to complete a minimum of 700 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 eight to 12 months at approved practicum sites and must concurrently enroll in practicum seminars during their field experience.

The MART program works in collaboration with students in identifying and obtaining clinical practicum opportunities that meet the standards and requirements of the program. Students can refer to the Clinical Practicum Handbook for detailed information.

Degree Requirements

Successful completion of the following courses is required for the MCP-AT degree:

MART 200 - Professional Development Seminar I

1

This professional seminar will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission, and an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility. The seminar will 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 - Professional Development Seminar II

1

This professional seminar will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission, and an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility. The seminar will assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

Prerequisites: Student must complete MART-200 or MACP-200 prior to registering for this course.

MART 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MART 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

MART 204 - Social Justice Practicum Continuation

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Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after MART-203.

Prerequisites: Student must complete MART-202 and MART-203 prior to registering for this course.

MART 205 - Professional Development Seminar Continued

0

This course will provide students who are enrolled in a Social Justice Practicum an opportunity for supervision, advisement and mentoring as they conclude their Social Justice Practicum. Focus will continue on the provision of information about Adler University degree requirements and mission, an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Ethics of practice and supervisory requirements within the context of social responsibility will be addressed. The course will assist students in their Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

MART 644 - Historical & Theoretical Perspectives of Art Therapy

3

This course introduces the history, philosophy, theory, and practice of art therapy and addresses the various ways the field can be integrated with counselling psychology. The course also provides an overview of the significant contributors to art therapy within Canada and internationally. Students will be introduced to knowledge of print and digital resources regarding related art therapy practices. Further, students will identify a beginning personal framework for practice in the field. 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 645 - Arts-Based Assessment, Research & Treatment Planning

3

This course will introduce the history, purpose, issues, and process of art therapy and art-based assessments, research, and treatment planning. The main categories of art-based assessments, clinical documentation and report preparation, and treatment planning will be addressed with attention to the influences of diverse cultural values, beliefs and practices. Students will explore art therapy and art-based assessment research methodology in order to identify research method and design, explain design limitations, and make recommendations for improvement. Emphasis is placed on the ability to inform treatment planning through assessments and research. Ethical and legal issues will be considered in relationship to application with individuals, communities and organizations. Exploration of emergent ideas in the field of art-based assessment research will be the foundation for this course.

MART 518 - Introduction to Adlerian Psychology

3

This course covers the theoretical principles of Individual Psychology/Adlerian Theory as a basis for understanding each individual's creation of a unique "style of life" or personality. Principles introduced include: the social nature of people, individual creativity, holism, purposive behavior, the family constellation, life task, early recollections, dreams, memory, private logic, and phenomenology. Addressed will be the cognitive, affective, social, cultural, historical, environmental, and diversity dimensions of the individual's development and the selectivity of perception in the formation of their view of self, others, and the world. Students will be introduced to Gemeinschaftsgefühl (social interest/social feeling) and its potential impact on individuals and humankind emphasizing values such as the importance of belonging, cooperating, contributing to others and society and affording mutual respect and equality of worth to all. The values of caring, compassion and commitment to the betterment of society are emphasized by encouraging both confidence in human ability and a commitment to creative and constructive problem solving throughout the life span. Students will also learn about the postmodern relational constructivist vision of Adlerian Theory and how it fits within current approaches in counselling psychology.

MART 519 - Adlerian Theory & Interventions I: Children and Parents

2

This course prepares students to provide child guidance and parent education based on Adlerian principles which emphasize the ideas that children are naturally good, inherently curious and desire a sense of belonging in their families. Students will learn to teach parents skills that assist in developing parenting styles that are practical, respectful, and effective and results oriented. Topics explored include: Encouragement, Parenting Styles, Family Constellation, Goals of Behaviour, Problem-Solving, Communication, Promoting Capability and Resiliency. Two approaches to using Adlerian techniques in parenting children effectively will be examined including Systematic Training for Effective Parenting (STEP) and Positive Discipline. Other parent education systems will be introduced in order to examine efficacy of parent education programs with diverse social, cultural and socio-economic groups. Focus will be on the development of facilitation skills, knowledge and confidence for conducting parenting groups/workshops in the local community. The course will also look at attachment theory and current understanding of brain development as it relates to belonging and sets the framework for social interest to occur. Using Adlerian principals in parenting lays the foundation for children to become adults who engage in their communities and global citizens.

MART 521 - Introduction to Addictions

3

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. Interventions will be considered within an inclusive and culturally sensitive practice perspective informed by ethical and legal implications.

MART 517 - Methods, Theory and Applications of Intersectionality and Community Engagement

3

This course is designed to help students critically examine issues of diversity and dimensions of culture as they pertain to the self as clinical counsellors, art therapists, and citizens of the world. This course will explore intersecting social identities and systems of exclusion related to race, ethnicity, socioeconomic, gender, sexual orientation, geographical variables, migration, and spirituality. This course also examines the impact of diversity, power, and privilege and related impact on community engagement. Students will be encouraged to think of themselves as complex cultural beings in relation to others and their place in the world. Through art-based applications, students will explore societal issues in relation to the course topics, as well as develop professional skills for research, writing, and presentations.

MART 527 - Theory & Interventions III: Group Skills and Practice

3

This course provides an in-depth overview of clinical counselling and art therapy theories and interventions in therapeutic group work skills and practice. Focus is on exploring what group counselling is and on how to apply the key concepts of the group process to a variety of groups including work across the developmental stages of life, in a variety of treatment settings and in significant topic areas including trauma informed care, ethno cultural diverse groups, and a variety of clinically based treatment themes and issues. A nuanced diversity perspective and exploration of ethical issues unique to group practice will infuse the content.

MART 652 - Theory & Interventions II: Families, Couples and Older Adults

3

This course focuses on applications of current theories and methods of intervention in the field of clinical counselling and art therapy regarding the treatment of families, couples and older adults. Students will develop awareness and learn to evaluate contemporary issues related to these areas of practice. This course will focus on developing ethical and professional competency skills as they relate to diverse populations, communities, and familial structures. Effective approaches to treatment utilizing predominant theoretical models currently in the field will be introduced. The Gottman Method Couples Therapy Level I Clinical Training, the standard of couple therapy, will be integrated in this course.

MART 653 - Theory and Interventions IV: Trauma

3

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 clinical 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). An inclusive and culturally sensitive practice perspective will be encouraged. Students will be introduced to somatic awareness as an emergent focus in trauma treatment, in particular to techniques pertaining to arts-based practices.

MART 655 - Studio Art

3

This course explores the roots of the profession of art therapy in the studio environment. Students experience personal art making as central to the field and are encouraged to develop a perspective of practice from an arts-based model which relies on products and processes of art as core. The development of an artistic identity as an art therapist will be cultivated and the distinguishing characteristics that art brings to the therapeutic process will be explored. Dimensions of possibilities regarding art and social action will be deepened through the creation of a community art show and fundraiser featuring student work.

MART 667 - Clinical Seminar I

2

The clinical practicum seminar is taken in conjunction with the clinical practicum and offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum experiences through case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counseling within an inclusive and culturally sensitive practice.

MART 668 - Clinical Seminar II

2

This clinical practicum seminar is taken in conjunction with the clinical practicum II and offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum experiences in case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counselling within an inclusive and culturally sensitive practice perspective.

MART 669 - Clinical Seminar Continued

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This clinical practicum seminar is provided for students who require more time to complete their clinical practicum hours. It is taken in conjunction with MART 482 Clinical Practicum Cont. The course offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum experiences through case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counseling within an inclusive and culturally sensitive practice perspective.

MART 523 - Basic Intervention & Assessment Skills

3

This course teaches basic relationship, intervention, diagnostic, and interviewing skills working with role-plays and other experiential activities to prepare students for clinical work in practicum. The course covers clinical interviewing, mental status exams, treatment planning, and providing client feedback. Students are introduced to case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process, and diversity issues. Students will be exposed to the elements of theoretical models to show the relationship between theory, data gathering, hypothesizing, treatment planning, and note-taking. Microskills will be taught and practiced including: active listening; question asking; paraphrasing; summarizing; etc. A brief introduction to self-care will be provided including practices to assist students to access clinical supervision at the most beneficial level possible.

MART 573 - Pre-Practicum Counselling/ Art Therapy Lab

0

This lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to record clinical relationships and receive support/supervision and feedback on the recordings in class. Students will integrate verbal counseling and art therapy skills as required on a case by case basis. Professional ethics will be reviewed in relationship to informed consent, management of case notes, storage of case files, and the legalities of incorporating art into case files. The importance of maintaining a diversity perspective and self-care routines will be the foundation of this class. Skills building includes establishing rapport, demonstrating accurate and consistent empathy, showing genuineness, accurate listening and focused reflection.

MART 677 - Clinical Practicum I

1

This supervised clinical training will provide students with a field experience designed to apply socially responsible counselling and art therapy practice under the direction of competent clinicians. Students will 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. The clinical practicum also offers opportunities to reach out to professional colleagues, develop effective working relationships and build awareness of clinical counseling and art therapy. Students are responsible for developing a 700-hour clinical practicum, in consultation with core faculty advisors and Training. The 700 total hours will span Clinical Practicum I and II. Within that 700 hour total, a minimum number of hours will be required in each of the following core areas: Direct Client Hrs (350 hours); Indirect Hrs (350).

MART 678 - Clinical Practicum II

1

This supervised clinical training will provide students with a field experience designed to apply socially responsible counselling and art therapy practice under the direction of competent clinicians. Students will 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. The clinical practicum also offers opportunities to reach out to professional colleagues, develop effective working relationships and build awareness of clinical counseling and art therapy. Students are responsible for developing a 700-hour clinical practicum, in consultation with core faculty advisors and Training. The 700 total hours will span Clinical Practicum I and II. Within that 700 hour total, a minimum number of hours will be required in each of the following core areas: Direct Client Hrs (350 hours); Indirect Hrs (350).

MART 679 - Clinical Practicum Continued

0

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. This course is provided for students who require more than the usual 2 semesters to complete all of their practicum hours and thus require ongoing insurance to cover their practice.

MART 524 - Research Methods

3

This course surveys the major methodologies in the field of social science research within a context of philosophical debate about ethical and culturally relevant strategies for studying human beings, art and the creative process. Current research will be explored in order to identify research method and design, explain design limitations, and make recommendations for improvement. Students will learn how to critique current research, conduct literature reviews, generate research designs, and select variables and participants for study. Students are expected to demonstrate appropriate ethical and cultural awareness in research design considerations throughout the course. Emphasis will be on the ability of research to inform decisions in the field.

MART 515 - Professional Development, Issues & Ethics

3

This course is designed to provide students with a solid foundation for the ethical practice of clinical counseling and art therapy. Emphasis will be placed on critical thinking, clinical integrity, and on sensitizing advanced practitioners to the complexity of professional identities in the context of community relationships. Students will study codes of ethics from a variety of professional bodies governing the practice of clinical counseling and art therapy specifically with respect to learning best practices as a clinician, researcher, supervisor, leader and educator. These include: 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. Students will learn to apply ethical decision-making models to current issues in the fields of counseling and art therapy. This course will also overview relevant legal issues that affect the day-to-day work of counselors and art therapists with diverse populations. *Students are responsible for researching registration requirements of professional associations in the location they wish to practice upon graduation.

MART 516 - Individual Appraisal for Counsellors in Practice

3

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. Assessment procedures in areas of risk will be emphasized (Duty to Protect/Warn/Report). Ethical and legal considerations of psychological testing within an inclusive and culturally sensitive practice perspective will be highlighted.

MART 620 - Theories of Psychotherapy

3

This survey course presents an introduction to, and examination of, the treatment theories, principles, and techniques associated with major schools of thought in psychology. Theories to be examined may include many of the foundational theoretical approaches to treatment such as psychoanalytic, person-centered, existential, Gestalt, rational emotive, behavioural, 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 working with a theory and implementing an intervention will be reviewed. The course will also examine the evidence base for each school of thought.

MART 650 - Life Span Development

3

This course explores human development from conception to late adulthood, including social, cultural, biological, and psychological perspectives. Application to the fields of counseling and art therapy will be emphasized. Students will examine the theoretical frame and applications of research findings to selected issues, such as cognitive development, life transitions, resilience, work and retirement, bereavement, and related concerns. Art therapy perspectives will be presented throughout the course, in particular the stages of graphic development as a basis for appropriate and effective art therapy intervention selection. An overview of the cognitive, perceptual, physical, moral, and psychosocial aspects of development will be presented.

MART 522 - Biopsychosocial Bases of Health

3

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 diversity 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.

MART 995 - Master's Clinical Art Qualifying Examination

0

This examination provides effective assessment of the three core student learning outcomes for students who complete the Master of Counselling Psychology-Art Therapy program. These learning outcomes are: 1) preparation for entry level practice at the MART level; 2) ability to integrate research and practice; and 3) ability to practice in an ethical and socially responsible manner. The Capstone (MCAQE) is comprised of three parts. Part One focuses on the integration of theories and practice in the field of Counselling and Art Therapy. It requires a final case conceptualization presentation to a Review Panel led by a Community Reviewer. Part Two focuses on the development of a Final Portfolio highlighting the student's journey through the program. The Portfolio will demonstrate integration of research in self-awareness practices highlighting the student's growth as a counsellor and art therapist. Part Three is a comprehensive exam focused on ensuring mastery of informed, ethical practice within a culturally diverse society. All three parts of the MCAQE assess the student's commitment to social justice and inclusion. Students must pass the Capstone to complete the program.

Total Credit Hours Required: 60

***Only for students who require more than two semesters to complete practicum hours.**

Curriculum Sequence

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective May 9, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Year One

Fall Term

MART 200 - Professional Development Seminar I

1

This professional seminar will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission, and an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility. The seminar will 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 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MART 644 - Historical & Theoretical Perspectives of Art Therapy

3

This course introduces the history, philosophy, theory, and practice of art therapy and addresses the various ways the field can be integrated with counselling psychology. The course also provides an overview of the significant contributors to art therapy within Canada and internationally. Students will be introduced to knowledge of print and digital resources regarding related art therapy practices. Further, students will identify a beginning personal framework for practice in the field. 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 620 - Theories of Psychotherapy

3

This survey course presents an introduction to, and examination of, the treatment theories, principles, and techniques associated with major schools of thought in psychology. Theories to be examined may include many of the foundational theoretical approaches to treatment such as psychoanalytic, person-centered, existential, Gestalt, rational emotive, behavioural, 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 working with a theory and implementing an intervention will be reviewed. The course will also examine the evidence base for each school of thought.

MART 517 - Methods, Theory and Applications of Intersectionality and Community Engagement

3

This course is designed to help students critically examine issues of diversity and dimensions of culture as they pertain to the self as clinical counsellors, art therapists, and citizens of the world. This course will explore intersecting social identities and systems of exclusion related to race, ethnicity, socioeconomic, gender, sexual orientation, geographical variables, migration, and spirituality. This course also examines the impact of diversity, power, and privilege and related impact on community engagement. Students will be encouraged to think of themselves as complex cultural beings in relation to others and their place in the world. Through art-based applications, students will explore societal issues in relation to the course topics, as well as develop professional skills for research, writing, and presentations.

Term Credits = 11

Spring Term

MART 201 - Professional Development Seminar II

1

This professional seminar will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission, and an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility. The seminar will assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

Prerequisites: Student must complete MART-200 or MACP-200 prior to registering for this course.

MART 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

MART 523 - Basic Intervention & Assessment Skills

3

This course teaches basic relationship, intervention, diagnostic, and interviewing skills working with role-plays and other experiential activities to prepare students for clinical work in practicum. The course covers clinical interviewing, mental status exams, treatment planning, and providing client feedback. Students are introduced to case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process, and diversity issues. Students will be exposed to the elements of theoretical models to show the relationship between theory, data gathering, hypothesizing, treatment planning, and note-taking. Microskills will be taught and practiced including: active listening; question asking; paraphrasing; summarizing; etc. A brief introduction to self-care will be provided including practices to assist students to access clinical supervision at the most beneficial level possible.

MART 518 - Introduction to Adlerian Psychology

3

This course covers the theoretical principles of Individual Psychology/Adlerian Theory as a basis for understanding each individual's creation of a unique "style of life" or personality. Principles introduced include: the social nature of people, individual creativity, holism, purposive behavior, the family constellation, life task, early recollections, dreams, memory, private logic, and phenomenology. Addressed will be the cognitive, affective, social, cultural, historical, environmental, and diversity dimensions of the individual's development and the selectivity of perception in the formation of their view of self, others, and the world. Students will be introduced to Gemeinschaftsgefühl (social interest/social feeling) and its potential impact on individuals and humankind emphasizing values such as the importance of belonging, cooperating, contributing to others and society and affording mutual respect and equality of worth to all. The values of caring, compassion and commitment to the betterment of society are emphasized by encouraging both confidence in human ability and a commitment to creative and constructive problem solving throughout the life span. Students will also learn about the postmodern relational constructivist vision of Adlerian Theory and how it fits within current approaches in counselling psychology.

MART 522 - Biopsychosocial Bases of Health

3

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 diversity 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.

MART 650 - Life Span Development

3

This course explores human development from conception to late adulthood, including social, cultural, biological, and psychological perspectives. Application to the fields of counseling and art therapy will be emphasized. Students will examine the theoretical frame and applications of research findings to selected issues, such as cognitive development, life transitions, resilience, work and retirement, bereavement, and related concerns. Art therapy perspectives will be presented throughout the course, in particular the stages of graphic development as a basis for appropriate and effective art therapy intervention selection. An overview of the cognitive, perceptual, physical, moral, and psychosocial aspects of development will be presented.

Term Credits = 14

Summer Term

MART 527 - Theory & Interventions III: Group Skills and Practice

3

This course provides an in-depth overview of clinical counselling and art therapy theories and interventions in therapeutic group work skills and practice. Focus is on exploring what group counselling is and on how to apply the key concepts of the group process to a variety of groups including work across the developmental stages of life, in a variety of treatment settings and in significant topic areas including trauma informed care, ethno cultural diverse groups, and a variety of clinically based treatment themes and issues. A nuanced diversity perspective and exploration of ethical issues unique to group practice will infuse the content.

MART 573 - Pre-Practicum Counselling/ Art Therapy Lab

0

This lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to record clinical relationships and receive support/supervision and feedback on the recordings in class. Students will integrate verbal counseling and art therapy skills as required on a case by case basis. Professional ethics will be reviewed in relationship to informed consent, management of case notes, storage of case files, and the legalities of incorporating art into case files. The importance of maintaining a diversity perspective and self-care routines will be the foundation of this class. Skills building includes establishing rapport, demonstrating accurate and consistent empathy, showing genuineness, accurate listening and focused reflection.

MART 515 - Professional Development, Issues & Ethics

3

This course is designed to provide students with a solid foundation for the ethical practice of clinical counseling and art therapy. Emphasis will be placed on critical thinking, clinical integrity, and on sensitizing advanced practitioners to the complexity of professional identities in the context of community relationships. Students will study codes of ethics from a variety of professional bodies governing the practice of clinical counseling and art therapy specifically with respect to learning best practices as a clinician, researcher, supervisor, leader and educator. These include: 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. Students will learn to apply ethical decision-making models to current issues in the fields of counseling and art therapy. This course will also overview relevant legal issues that affect the day-to-day work of counselors and art therapists with diverse populations. *Students are responsible for researching registration requirements of professional associations in the location they wish to practice upon graduation.

MART 655 - Studio Art

3

This course explores the roots of the profession of art therapy in the studio environment. Students experience personal art making as central to the field and are encouraged to develop a perspective of practice from an arts-based model which relies on products and processes of art as core. The development of an artistic identity as an art therapist will be cultivated and the distinguishing characteristics that art brings to the therapeutic process will be explored. Dimensions of possibilities regarding art and social action will be deepened through the creation of a community art show and fundraiser featuring student work.

MART 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after MART-203.

Prerequisites: Student must complete MART-202 and MART-203 prior to registering for this course.

MART 205 - Professional Development Seminar Continued

0

This course will provide students who are enrolled in a Social Justice Practicum an opportunity for supervision, advisement and mentoring as they conclude their Social Justice Practicum. Focus will continue on the provision of information about Adler University degree requirements and mission, an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Ethics of practice and supervisory requirements within the context of social responsibility will be addressed. The course will assist students in their Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

Term Credits = 9

Year Two

Fall Term

MART 667 - Clinical Seminar I

2

The clinical practicum seminar is taken in conjunction with the clinical practicum and offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum experiences through case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counseling within an inclusive and culturally sensitive practice.

MART 677 - Clinical Practicum I

1

This supervised clinical training will provide students with a field experience designed to apply socially responsible counselling and art therapy practice under the direction of competent clinicians. Students will 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. The clinical practicum also offers opportunities to reach out to professional colleagues, develop effective working relationships and build awareness of clinical counseling and art therapy. Students are responsible for

developing a 700-hour clinical practicum, in consultation with core faculty advisors and Training. The 700 total hours will span Clinical Practicum I and II. Within that 700 hour total, a minimum number of hours will be required in each of the following core areas: Direct Client Hrs (350 hours); Indirect Hrs (350).

MART 653 - Theory and Interventions Iv: Trauma

3

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 clinical 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). An inclusive and culturally sensitive practice perspective will be encouraged. Students will be introduced to somatic awareness as an emergent focus in trauma treatment, in particular to techniques pertaining to arts-based practices.

MART 516 - Individual Appraisal for Counsellors in Practice

3

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. Assessment procedures in areas of risk will be emphasized (Duty to Protect/Warn/Report). Ethical and legal considerations of psychological testing within an inclusive and culturally sensitive practice perspective will be highlighted.

MART 645 - Arts-Based Assessment, Research & Treatment Planning

3

This course will introduce the history, purpose, issues, and process of art therapy and art-based assessments, research, and treatment planning. The main categories of art-based assessments, clinical documentation and report preparation, and treatment planning will be addressed with attention to the influences of diverse cultural values, beliefs and practices. Students will explore art therapy and art-based assessment research methodology in order to identify research method and design, explain design limitations, and make recommendations for improvement. Emphasis is placed on the ability to inform treatment planning through assessments and research. Ethical and legal issues will be considered in relationship to application with individuals, communities and organizations. Exploration of emergent ideas in the field of art-based assessment research will be the foundation for this course.

Term Credits = 12

Spring Term

MART 668 - Clinical Seminar II

2

This clinical practicum seminar is taken in conjunction with the clinical practicum II and offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum experiences in case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counselling within an inclusive and culturally sensitive practice perspective.

MART 678 - Clinical Practicum II

1

This supervised clinical training will provide students with a field experience designed to apply socially responsible counselling and art therapy practice under the direction of competent clinicians. Students will 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. The clinical practicum also offers opportunities to reach out to professional colleagues, develop effective working relationships and build awareness of clinical counseling and art therapy. Students are responsible for developing a 700-hour clinical practicum, in consultation with core faculty advisors and Training. The 700 total hours will span Clinical Practicum I and II. Within that 700 hour total, a minimum number of hours will be required in each of the following core areas: Direct Client Hrs (350 hours); Indirect Hrs (350).

MART 524 - Research Methods

3

This course surveys the major methodologies in the field of social science research within a context of philosophical debate about ethical and culturally relevant strategies for studying human beings, art and the creative process. Current research will be explored in order to identify research method and design, explain design limitations, and make recommendations for improvement. Students will learn how to critique current research, conduct literature reviews, generate research designs, and select variables and participants for study. Students are expected to demonstrate appropriate ethical and cultural awareness in research design considerations throughout the course. Emphasis will be on the ability of research to inform decisions in the field.

MART 652 - Theory & Interventions II: Families, Couples and Older Adults

3

This course focuses on applications of current theories and methods of intervention in the field of clinical counselling and art therapy regarding the treatment of families, couples and older adults. Students will develop awareness and learn to evaluate contemporary issues related to these areas of practice. This course will focus on developing ethical and professional competency skills as they relate to diverse populations, communities, and familial structures. Effective approaches to treatment utilizing predominant theoretical models currently in the field will be introduced. The Gottman Method Couples Therapy Level I Clinical Training, the standard of couple therapy, will be integrated in this course.

MART 521 - Introduction to Addictions

3

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. Interventions will be considered within an inclusive and culturally sensitive practice perspective informed by ethical and legal implications.

Term Credits = 12

Summer Term

MART 469 - Clinical Seminar Continued

0

This clinical practicum seminar is provided for students who require more time to complete their clinical practicum hours. It is taken in conjunction with MART 482 Clinical Practicum Cont. The course offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum experiences through case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counseling within an inclusive and culturally sensitive practice perspective.

MART 679 - Clinical Practicum Continued

0

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. This course is provided for students who require more than the usual 2 semesters to complete all of their practicum hours and thus require ongoing insurance to cover their practice.

MART 519 - Adlerian Theory & Interventions I: Children and Parents

2

This course prepares students to provide child guidance and parent education based on Adlerian principles which emphasize the ideas that children are naturally good, inherently curious and desire a sense of belonging in their families. Students will learn to teach parents skills that assist in developing parenting styles that are practical, respectful, and effective and results oriented. Topics explored include: Encouragement, Parenting Styles, Family Constellation, Goals of Behaviour, Problem-Solving, Communication, Promoting Capability and Resiliency. Two approaches to using Adlerian techniques in parenting children effectively will be examined including Systematic Training for Effective Parenting (STEP) and Positive Discipline. Other parent education systems will be introduced in order to examine efficacy of parent education programs with diverse social, cultural and socio-economic groups. Focus will be on the development of facilitation skills, knowledge and confidence for conducting parenting groups/workshops in the local community. The course will also look at attachment theory and current understanding of brain development

as it relates to belonging and sets the framework for social interest to occur. Using Adlerian principals in parenting lays the foundation for children to become adults who engage in their communities and global citizens.

MART 995 - Master's Clinical Art Qualifying Examination

0

This examination provides effective assessment of the three core student learning outcomes for students who complete the Master of Counselling Psychology-Art Therapy program. These learning outcomes are: 1) preparation for entry level practice at the MART level; 2) ability to integrate research and practice; and 3) ability to practice in an ethical and socially responsible manner. The Capstone (MCAQE) is comprised of three parts. Part One focuses on the integration of theories and practice in the field of Counselling and Art Therapy. It requires a final case conceptualization presentation to a Review Panel led by a Community Reviewer. Part Two focuses on the development of a Final Portfolio highlighting the student's journey through the program. The Portfolio will demonstrate integration of research in self-awareness practices highlighting the student's growth as a counsellor and art therapist. Part Three is a comprehensive exam focused on ensuring mastery of informed, ethical practice within a culturally diverse society. All three parts of the MCAQE assess the student's commitment to social justice and inclusion. Students must pass the Capstone to complete the program.

Term Credits = 2

Total Credit Hours Required: 60

***Only for students who require more than two semesters to complete practicum hours.**

Master of Counselling Psychology: School and Youth Concentration (Long Program), (MCP:SY)

Program Overview

The Master in Counselling Psychology: School and Youth Concentration (MCP:SY), in alignment with Adler University's scholar-practitioner-advocate model, prepares students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice with children and adolescents. The program concentration offers comprehensive and personal graduate degree training that qualifies students as counselling professionals in a primarily 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.

The four established MCP:SY objectives are: (1) to train graduates to ethically assess and skillfully intervene with a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse young clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong 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 healthy communities stemming from Adler University's mission towards social interest.

This comprehensive program is designed for qualified teachers in British Columbia who have been granted the BC Teacher Federation's Teacher Qualification Service (TQS) Category 4 and want to upgrade their training to Category 6. This degree program has been pre-approved by the TQS to be an acceptable graduate degree as a "long program" to meet the criteria of completing the course credits, capstone project, and master's degree necessary for Category 4

teachers to obtain Category 6. As stated on the TQS website, each individual teacher should contact the TQS to request pre-approval for their Category 6 education plan to have their undergraduate education and other coursework considered within this qualification process. This program can be completed in a two-year period as a full-time student, including summer terms, if courses are completed according to the curriculum sequence below.

Graduates of the program are well prepared for a wide variety of mental health positions in schools, 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 associate 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.

Graduation Requirements

1. Satisfactory completion of 61 credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of clinical practicum and 200 hours of Social Justice Practicum.
3. A cumulative GPA of 3.30 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 GPA 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 in lifespan/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.

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 the admissions requirements, visit adler.edu.

Practicum - Vancouver Campus

An integral part of the Master of Counselling Psychology: School and Youth Concentration program at Adler University 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 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 (SJP)

In their second year, students will spend eight 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 200 hours of SJP is required. Students should contact the manager of Social Justice Practicum, Vancouver Campus.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the student sits for the Master's Clinical Qualifying Examination (MCQE).

Clinical Practicum

After completion of all first-year coursework, students should expect to spend two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, Practicum Continuation, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum of 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP 506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

Degree Requirements

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

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in

community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment

planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macrorends). Therefore, effective socially responsible intervention and problem-solving requires an ability to see and analyze the structures and systems that fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MSYC 582 - School Counselling and Consultation

3

This course will broadly explore the role of the school counsellor in K-12 education settings. Students will critically examine how current theories in counselling psychology inform various therapeutic approaches to supporting the social, emotional, and behavioural needs of students in elementary, middle and secondary schools. Class sessions will include exploration of school counselling-related topics including relevant laws and ethics, specific application of child/adolescent guidance programs, and evidence-based practice in comprehensive school counselling programs, and an introduction to legal and ethical obligations.

MSYC 583 - Child Development and Counselling

3

This course provides an overview of knowledge and approaches to counselling that are developmentally appropriate for children (approximately 4-11 years of age). Theories, techniques, and strategies for working with children are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with experience in skill development using individual counselling and play therapy. This course is divided into two sections: Half of the course will focus on child development and the other half will focus on counselling skills.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MSYC 584 - Adolescent Development and Counselling

3

This course provides an overview of developmentally appropriate knowledge and approaches to counselling adolescents (approximately 12-19 years of age). Theories, techniques, and strategies for working with adolescents are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with in-depth experience in skill development using individual and group counselling and group guidance.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

MACP 610 - Practicum Continued

0

This course is required when the amount of time needed in the Masters Practicum exceeds 2 terms (MACP 506 and MACP 507). The Training Director will make a referral to this course.

Prerequisites: Requires approval from the Director of Training.

Clinical Elective Course Options (Students select 2 of 5)

MACP 438 - Introduction to Addictive Disorders

3

This course is designed to provide an introduction to substance use disorders measured on a continuum from mild to severe throughout a person's lifespan. Included is an overview of the information needed to assess substance use disorders and compulsive addictive behaviours along with the relevant treatment models, and to provide the tools to recognize the signs and symptoms of substance use, misuse, abuse, dependence, and dual disorders. The understanding of basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the sociocultural historic development of self-help groups, treatment delivery systems, and social justice issues.

MACP 569 - Lifestyle & Career Development

3

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. Career counselling is a collaborative process designed to help clients to clarify, specify, implement, and adjust to work-related decisions throughout the life span with the aim of assisting individuals in locating a career that is meaningful, productive, and fulfilling. This course will critically survey career development theories, issues, and practices that have specific applications to career counselling and their effectiveness.

Prerequisites: Student must complete MACP-472 MACP-520, MACP 505 and MACP 641 prior to registering for this course.

MACP 673 - Advanced Adlerian Intervention

3

The theoretical principles of Individual Psychology (IP) including holism, phenomenology, teleology, and social interest are applied to address the cognitive, affective, and socio-cultural dimensions of personality development. The impact of unique and creative perception in the formation of an individual's self, ethical, and world view will be demonstrated. Adlerian personality assessment or style of life will be emphasized as an assessment tool in the cache of the IP practitioner. Family constellation (system), early memories, dreams, life tasks, and their meaningful significance and usefulness will be used to gain an understanding of each client's unique personality development. Adlerian concepts will be practically applied to approaches to counselling and therapy. Interventions that are congruent with theoretical assumptions such as social interest, holism, phenomenology, and teleology will be examined. The life style assessment will be used to develop comprehensive, diverse and culturally specific treatment plans and goals. Adlerian therapeutic techniques will be examined and practiced.

Prerequisites: Student must complete MACP-402, MACP-505, MACP-520 AND MACP 472 prior to registering for this course.

MACP 674 - Introduction to Sex Therapy

3

This course provides an introduction to sex therapy, with a focus on the foundational underpinnings required for clinical practice. The course will address theory and research about the historical, biological, psychological and social/cultural influences on human sexuality and its expression. Students will critically examine their own personal biases and reactions to the material, reflect and evaluate the various forms of sexual expression and concerns for clients, consider the meaning of sex positivity and sex negativity and how it relates to sexual concerns, and learn basic skills about how to intervene in a clinical setting. Topics that will be addressed include: Sexual Anatomy, Sexual Response, Sexual Health, Gender Expression and/or Identity, Sexual Orientation, Sexual Preferences and Expression, Sexual Concerns, and Sexual Communication. Students should come prepared to examine their thoughts, beliefs, preferences, and assumptions as they relate to their own sexualities.

Prerequisites: Students must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 676 - Introduction to Depth Psychology And Psychotherapy

3

This seminar course introduces students to the theory and practice of depth psychology and psychotherapy. Because students will examine the work of Alfred Adler elsewhere in the program, this course will focus on some key ideas from the Psychoanalytic and Analytic (Jungian) traditions. Students' reflection on their personal process will form a key premise and context for their learning about depth psychology. The course will emphasize experiential learning and interactive activities. Common threads or themes in the course will include engagement with the unconscious and the dynamics of self and other. Topics addressed may include human development, working in the therapeutic frame, transference and countertransference and dream work. Critical evaluation of the constructs will include issues related diversity, social justice and social responsibility. Depth psychology and psychotherapy enriches clinical practice by providing distinct opportunities for increasing self-awareness and knowledge of inter-personal dynamics.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

Total Credit Hours Required: 61

*Required before beginning practicum

**Lab fee applied

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Counselling Psychology: School and Youth Concentration, (MCP:SY)

Program Overview

The Master in Counselling Psychology: School and Youth Concentration (MCP:SY), in alignment with Adler University's scholar-practitioner-advocate model, prepare students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice with children and adolescents. The program concentration offers comprehensive and personal graduate degree training that qualifies students as counselling professionals in a primarily 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.

The four established MCP:SY objectives are: (1) to train graduates to ethically assess and skillfully intervene with a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse young clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong 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 healthy communities stemming from Adler University's mission towards social interest.

Graduates of the program are well prepared for a wide variety of mental health positions in schools, 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.

Graduation Requirements

1. Satisfactory completion of 55 credit hours, including all required courses
2. Satisfactory completion of a minimum of 700 hours of clinical practicum and 200 hours of Social Justice Practicum
3. A cumulative GPA of 3.30 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

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 in life span/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.

Approved applicants will be evaluated through a 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 of Counselling Psychology: School and Youth Concentration program 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 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 (SJP)

In their second year, students will spend eight 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 200 hours of SJP is required. Students should contact the Manager of Community Action and Engagement, Vancouver Campus.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the student sits for the MCQE.

Clinical Practicum

After completion of all first-year coursework, students should expect to spend two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, Practicum Continuation, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP 506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

Degree Requirements

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

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and

perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 610 - Practicum Continued

0

This course is required when the amount of time needed in the Masters Practicum exceeds 2 terms (MACP 506 and MACP 507). The Training Director will make a referral to this course.

Prerequisites: Requires approval from the Director of Training.

MACP 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macrorends). Therefore, effective socially responsible intervention and problem-solving requires an ability to see and analyze the structures and systems that fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MSYC 582 - School Counselling and Consultation

3

This course will broadly explore the role of the school counsellor in K-12 education settings. Students will critically examine how current theories in counselling psychology inform various therapeutic approaches to supporting the social, emotional, and behavioural needs of students in elementary, middle and secondary schools. Class sessions will include exploration of school counselling-related topics including relevant laws and ethics, specific application of child/adolescent guidance programs, and evidence-based practice in comprehensive school counselling programs, and an introduction to legal and ethical obligations.

MSYC 583 - Child Development and Counselling

3

This course provides an overview of knowledge and approaches to counselling that are developmentally appropriate for children (approximately 4-11 years of age). Theories, techniques, and strategies for working with children are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with experience in skill development using individual counselling and play therapy. This course is divided into two sections: Half of the course will focus on child development and the other half will focus on counselling skills.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MSYC 584 - Adolescent Development and Counselling

3

This course provides an overview of developmentally appropriate knowledge and approaches to counselling adolescents (approximately 12-19 years of age). Theories, techniques, and strategies for working with adolescents are

presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with in-depth experience in skill development using individual and group counselling and group guidance.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

Total Credit Hours Required: 55

*Required before beginning practicum

**Lab fee applied

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Industrial and Organizational Psychology, (MIOP)

Program Overview

The Master of Industrial and Organizational Psychology (MIOP) is designed for those looking to deepen their expertise in workplace psychology and drive meaningful change in organizational settings. The program integrates research, theory, and applied practice in areas such as organizational research and design, talent management, consulting, psychometrics, leadership, and organization development across business, industry, and the public sector. With a focus on real-world application, students develop the skills needed to analyze and enhance workplace systems at individual, team, and organizational levels.

Students engage in two practica: a 200-hour Social Justice Practicum, which emphasizes the application of psychological principles to equity and inclusion efforts, and a 300-hour Organizational Development Practicum, where students work directly within organizations to implement strategic solutions. The program also includes a secondary research capstone, requiring students to critically engage with research and theory while demonstrating their ability to apply psychological principles in professional practice. The capstone provides a foundation for students to become subject matter experts on a chosen topic.

Courses are offered in flexible weekday, evening, and weekend formats, allowing students to maintain professional and personal commitments while progressing through the program. Within the first month of study, students are required to obtain and maintain membership with the Canadian Psychological Association (CPA), ensuring they stay connected to industry standards and professional development opportunities.

Graduates are not eligible for registration as a clinical counsellor.

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 strong record of 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.
- Evidence of interest and experience in social change efforts
- A GPA of 3.0 or higher for all undergraduate or graduate coursework.
- International students must have a minimum score in one of the following English proficiency tests:
 - 92 or better on the Internet-based TOEFL (iBT) with no band lower than 22.
 - 7.0 IELTS overall with no bands below 6.5.
 - PTE must have a minimum score of 62.

Applicants are required to submit the following items to be considered for admission:

Applicants are required to submit the following items to be considered for admission:

- Application and application fee.
- Statement of Intent answering the following questions:

Please respond to the following questions in your Statement of Intent letter. Your letter should be coherent, well-organized, and reflect your voice and experiences. This is your opportunity to demonstrate your passion for psychology and suitability for the Adler University master's program. Ensure your letter is double-spaced, does not exceed three (3) pages, and please use "headings" so that you answer each question.

- **Who are you, and where do you come from?**
Describe your background, including where you grew up and any significant personal experiences, family influences, or cultural factors shaping your interest in psychology.
- **What ignited your passion for psychology?**
Discuss a specific event, experience, or realization that sparked your interest in psychology. Include any relevant coursework, research, volunteer work, or personal experiences that have further fueled your passion for the field.
- **Why are you interested in the master's program at Adler University?**
Explain why you are specifically interested in the master's program you are applying for at Adler University.
- **Where do you see yourself in future practice?**
Describe your career aspirations and how you plan to apply your degree in your future career. Whether it be in consulting, research, teaching, or another area within psychology, explain how you intend to make a positive impact on the lives of others.
- **Personal Reflection: What is your greatest strength and area for improvement, academically and professionally?**
Reflect on your greatest strength and your area for academic and professional development. Provide specific examples that highlight these aspects of your development.

The following items are also required as part of the application process.

- Resume or Curriculum Vitae.
- Official transcripts from all undergraduate and graduate schools attended (U.S. and Canada)
- *Transcripts should be sent directly to the Office of Admissions.*
Unofficial transcripts are accepted for any schools in which a degree was not received.
- Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the Office of Admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions advisor if you require more details.
- All applicants who meet the minimum requirements in (1) and (2) will be required to interview with a program representative. Applicants will be assessed on their academic background, work and/or volunteer experience, fit with University mission, and the program of interest. Based on the interview, the decision will be (a) direct admission to the graduate program of interest or (b) denied admission.

*Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

*Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

International Applicants

Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions adviser if you require more details.

*Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

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 (SJP)

In their first year of the program, students will spend eight 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. A minimum of 200 hours of SJP is required. For more information, students should contact the manager of Community Action & Engagement, Vancouver Campus.

Professional Practicum

Students are required to complete a 240-hour organizational development practicum, which is typically completed in an organizational setting. Prior to commencing the practicum, each student will receive a review by program faculty to ensure capacity and readiness to complete the practicum. Students receive supervision by designated practitioners in the organizational setting, as well as via supervision by the Organizational Psychology faculty of Adler University. The goal of the practicum is for students to build their capacity as a practitioner by applying their knowledge, skills, attitudes, and values from their experience in the program. 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 nonprofit organizations, EAP firms, management consulting firms, and relocation or outplacement firms.

Graduation Requirements

1. Satisfactory completion of 38 credit hours, including all required courses.
2. Satisfactory completion of 200 hours of the Social Justice Practicum.
3. Satisfactory completion of 240 hours of organizational development practicum.
4. A cumulative GPA of 3.30 or higher, and no more than two courses or six credits with a final grade of C.
5. Successful completion of the MIOP Capstone.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.

Degree Requirements

The following courses are required for this degree. It is strongly recommended that students take courses following the curriculum sequence described below to ensure timely progress in meeting program requirements.

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

MAIOP 215 - Leadership Development

3

This course addresses the principles of identifying and developing individual leader potential and organizational leadership capacity.

MAIOP 222 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MAIOP 225 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler

University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

MAIOP 226 - Social Justice Practicum Continued

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after MAIOP-225.

MAIOP 515 - Communication Theory and Practice

3

This course focuses on being an effective consultant. Acting as an effective consultant requires various skills including accurate self-awareness and effective interpersonal communication skills.

MAIOP 525 - Statistical Methods At Work

3

This course is designed to provide students with knowledge and skills relevant to application of statistical analyses that are essential to supplement organizational effectiveness.

Prerequisites: Student must complete MAIOP-546 prior to registering for this course.

MAIOP 546 - Research Methods in Organizational Psychology

3

This course discusses the assumptions and methods of a range of research designs used in Organizational and Applied 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 behaviour.

MAIOP 547 - Group Theory and Team Dynamics

3

This course focuses on group/team structures and processes in organizations. This course provides students with the knowledge, understanding, and skills to effectively facilitate groups and teams and support their development.

MIOP 650 - Capstone Preparation

1

This seminar will provide students with an opportunity to meet in a small group format with peers and the faculty member as part of the capstone advising process. Prerequisites: Student must complete MAIOP-546 prior to registering for this course.

Prerequisites: MAIOP-546 must be taken prior to registering for this course

MIOP 651 - Capstone I

2

This course will provide students with an opportunity to meet in a small group format with peers and the faculty member as part of the capstone advising process. Prerequisites: Student must complete MIOP-650 prior to registering for this course.

MIOP 652 - Capstone II

1

This course will provide students with an opportunity to meet in a small group format with peers and the faculty member as part of the capstone advising process. Prerequisites: Student must complete MIOP-651 prior to registering for this course.

Prerequisites: Student must complete MIOP-651 prior to registering for this course.

MAIOP 576 - Strategic Human Resource Management

3

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.

MAIOP 580 - Organizational Change and Development

3

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.

MAIOP 586 - Organizational Psychology Practicum

1

The Professional Practicum is an opportunity for students to develop professional competence in a work context. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and to develop a critical appreciation of the roles and functions of organizational psychology practitioners in organizations and the community.

Prerequisites: MAIOP-588 must be taken prior to registering for this course.

MAIOP 587 - Organizational Psychology Practicum Continuation

0

Continuation of MAIOP-586: The Professional Practicum is an opportunity for students to develop professional competence in a work context.

Prerequisites: MAIOP-586 must be taken prior to registering for this course.

MAIOP 588 - Organizational Psychology Practicum Seminar

1

Using a peer consultation model, this semester provides students preparing to be engaged in practicum training with an opportunity to discuss professional, development, and supervision of experiences.

Prerequisites: Student must complete MAIOP-589 prior to registering for this course.

MAIOP 589 - Introduction to IO Psychology, Systems, Ethics and Socially Responsible Practice

3

This course introduces the core principles of Industrial-Organizational (IO) Psychology, including organizational design, ethics, and social responsibility. Students will explore organizational structures, culture, and life cycles, while developing tools to address ethical challenges and promote sustainable, responsible business practices.

MAIOP 592 - Personnel Selection & Psychometric Assessment

3

This course focuses on how to conduct practical and professional psychological assessments for the purpose of personnel selection and development in organizational settings.

MAIOP 593 - Coaching and Consulting in IO Psychology

3

This course explores principles and practices of organizational coaching and consulting, emphasizing core skills such as client relationship management, contracting, responding to RFPs, and designing training interventions. Students will examine contemporary coaching and consulting practices in the context of current theory and organizational needs.

Prerequisites: Student must complete MAIOP-515 prior to registering for this course.

Total Credit Hours Required: 38

Curriculum Sequence

Students should take courses described in the curriculum sequence provided by the program to satisfy prerequisites for advanced courses and prepare for practicum placements. Not following the recommended course sequence may result in a longer time to complete the degree. Sequence may be subject to alteration and therefore may vary across different cohorts.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective June 5, 2019, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Psychology - Health and Wellness (MOPHW)

Program Overview

The Adler University Master of Psychology in Health and Wellness (MOPHW) is a 36-credit, specialized nonclinical degree that prepares professionals for leadership roles that enhance health outcomes.

As one of the only programs of its kind in Canada, this cutting-edge master's program goes beyond theory, providing students with hands-on expertise in psychometric assessment, wellness program design, and evidence-based leadership - equipping them to challenge the status quo, implementing innovative solutions, shaping policy, and leading efforts that drive lasting change in health care, public health, and community organizations.

Rooted in the biopsychosocial model of human growth and development, the curriculum trains students to assess population health needs and design evidence-based, sustainable interventions informed by research, health promotion, neurobiology, and cognition. It also aligns with many of the standards set by key professional organizations, including the Canadian Psychological Association (CPA), American Psychological Association (APA) Division 38 (Health Psychology), and the Society for Public Health Education (SOPHE).

Expert faculty mentorship and immersive learning experiences empower students to translate psychological research into practice. Graduates are equipped to navigate complex health challenges with confidence, developing strategies that enhance resilience and well-being at both individual and community levels.

Admission Requirements

At Adler University, students represent a wide range of professional interests, backgrounds, and academic and work histories. We admit individuals with a strong record of 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 GPA of 3.0 or higher for all undergraduate or graduate coursework.
- 92 or better on the Internet-based TOEFL (iBT) with no band lower than 22.
- 7.0 IELTS overall with no bands below 6.5.
- PTE must have a minimum score of 62.

Applicants are required to submit the following items to be considered for admission:

- Application and application fee.
- Statement of Intent answering the following questions:

Please respond to the following questions in your Statement of Intent letter. Your letter should be coherent, well-organized, and reflect your voice and experiences. This is your opportunity to demonstrate your passion for psychology and suitability for the Adler University master's program. Ensure your letter is double-spaced, does not exceed three pages, and please use "headings" so that you answer each question.

- **Who are you, and where do you come from?**
Describe your background, including where you grew up and any significant personal experiences, family influences, or cultural factors shaping your interest in psychology.
- **What ignited your passion for psychology?**
Discuss a specific event, experience, or realization that sparked your interest in psychology. Include any relevant coursework, research, volunteer work, or personal experiences that have further fueled your passion for the field.
- **Why are you interested in the master's program at Adler University?**
Explain why you are specifically interested in the master's program you are applying for at Adler University.
- **Where do you see yourself in future practice?**
Describe your career aspirations and how you plan to apply your degree in your future career. Whether it be in consulting, research, teaching, or another area within psychology, explain how you intend to make a positive impact on the lives of others.
- **Personal Reflection: What is your greatest strength and area for improvement, academically and professionally?**
Reflect on your greatest strength and your area for academic and professional development. Provide specific examples that highlight these aspects of your development.

The following items are also required as part of the application process.

- Resume or Curriculum Vitae.
- Official transcripts from all undergraduate and graduate schools attended (U.S. and Canada)
Transcripts should be sent directly to the Office of Admissions.

Unofficial transcripts are accepted for any schools in which a degree was not received.

- Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the Office of Admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions advisor if you require more details.

All applicants who meet the minimum requirements in (1) and (2) will be required to interview with a program representative. Applicants will be assessed on their academic background, work and/or volunteer experience, fit with University mission, and the program of interest. Based on the interview, the decision will be (a) direct admission to the graduate program of interest or (b) denied admission.

*Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

International Applicants

Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions adviser if you require more details.

Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

International students must have a:

- Minimum score in one of the following English proficiency tests:

- 92 or better on the IBT (Internet-based TOEFL).
- 6.5 IELTS in all bands; overall IELTS of 7.0
- PTE must have a minimum score of 62.
- Statement of intent.
- Resume indicating related experience.

All applicants who meet the minimum requirements in (1) and (2) will be required to interview with a program representative. Applicants will be assessed on their academic background, work and/or volunteer experience, and fit with the University mission and program of interest. Based on the interview, the decision will be (a) admission to the graduate program of interest (MOPHW) or (b) denied admission.

Practicum - Vancouver Campus

Social Justice Practicum (SJP)

In their first year of the MOPHW program, students will spend approximately eight 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. A minimum of 200 hours of SJP is required. For more information, students should contact the manager of community action and engagement, Vancouver Campus.

Graduation Requirements

1. Satisfactory completion of 36 credit hours, including all required courses.
2. Satisfactory completion of 200 hours of the Social Justice Practicum.
3. A cumulative GPA of 3.3 or higher, and no more than two courses or six credits with a final grade of C.
4. Successful completion of the MOPHW Capstone.

Submission of completed graduation application and full payment of all outstanding tuition and fees.

Degree Requirements

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

MAIOP 222 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MAIOP 225 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

MAIOP 226 - Social Justice Practicum Continued

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after MAIOP-225.

MAIOP 546 - Research Methods in Organizational Psychology

3

This course discusses the assumptions and methods of a range of research designs used in Organizational and Applied 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 behaviour.

MOPHW 500 - History & Systems for Applied Psychology

3

This course will focus on the conceptual origins and evolution of modern ideas in applied psychology with an emphasis on historical and contemporary viewpoints that have influenced and shaped accepted models and systems within the field.

MOPHW 503 - Ethics & Socially Responsible Practice

3

This course focuses on establishing and promoting ethical and socially responsible practice within the field of applied psychology. Students will evaluate human rights, welfare, and public health and safety of groups and individuals as these constructs relate to the practice of applied psychology.

MOPHW 504 - Community Psychology & Program Evaluation

3

Community Psychology investigates a range of pervasive social justice issues that impact the well-being of individuals and communities. In this course students will study a wide variety of forces and structures in the community which affect the positive growth, development, and functioning of its members.

MOPHW 505 - Diversity & Individual Differences

3

In this course, students will examine the value and nature of diversity and individual differences within groups, communities, and global environments in contemporary society. This course will explore the meaning and dimensions of diversity from an individual and systems perspective and the various contexts of diversity at the individual, group, domestic, organizational, and global level.

MOPHW 506 - Cognitive, Affective, and Biological Bases of Behaviour

3

This course explores biological bases of behaviour throughout the lifespan with an emphasis on practical applications of current neuroscience research. Students will critically analyze practical situations as they relate to the impact of biological structures and physiological systems on psychological functioning.

MOPHW 512 - Positive Psychology for Health & Wellness

3

This course will explore the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life.

Prerequisites: Student must complete MOPHW-506; prior to registering for this course.

MOPHW 513 - Mindfulness-Based Approaches to Health & Wellness

3

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.

Prerequisites: Student must complete MOPHW-506 prior to registering for this course.

MOPHW 514 - Biological Bases for Health & Wellness

3

This course will provide an overview of biological, physiological, and pharmacological foundations for optimal human

development and psychological wellbeing. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective.

Prerequisites: Student must complete MOPHW-506 prior to registering for this course.

MOPHW 518 - Current Issues & Applications in the Psychological Sciences

3

This course provides an overview of foundational psychological sciences and the related applications in the field. A broad review of scientific approaches to inquiry, methodological frameworks, professional skills, and application will be reviewed in fundamental areas of psychology.

MOPHW 650 - Capstone Preparation

1

This seminar will provide students with an opportunity to meet in a small group format with peers and faculty as part of the capstone advising process. With guidance from their peers and faculty, students will review and discuss their capstone topics and research methodologies with the goal of developing, refining, and completing their Capstone Concept Paper by the end of the course. Students will also learn about the ethical responsibilities related to conducting applied research.

Prerequisites: Student must complete MAIOP-546 prior to registering for this course.

MOPHW 651 - Capstone I

2

The Capstone course provides students with a unique opportunity to complete their Capstone Manuscript that will reflect their learning and training experiences throughout the program.

Prerequisites: Student must complete MOPHW-650 prior to registering for this course.

MOPHW 652 - Capstone II

1

The Capstone course provides students with a unique opportunity to complete their Capstone Manuscript that will reflect their learning and training experiences throughout the program.

Prerequisites: Student must complete MOPHW-650 prior to registering for this course.

Total Credit Hours Required: 36

Curriculum Sequence

Students should take courses described in the curriculum sequence provided by the program to satisfy prerequisites for advanced courses and prepare for practicum placements. Not following the recommended course sequence may result in a longer time to complete the degree. Sequence may be subject to alteration and therefore may vary across different cohorts.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Aug. 17, 2021, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Public Policy and Administration, (MPPA) - Vancouver Campus

Program Overview

The Master of Public Policy and Administration (MPPA) develops leaders who are sensitive to issues of social justice and capable of addressing today's complex policy problems. The program shapes future policymakers, public administrators, and community-based professionals seeking to impact systemic social change. Students in the program participate in small, dynamic classes with a cohort of learners and receive individualized attention to support their learning. Graduates are prepared for diverse career pathways with municipal, provincial, and federal governments and agencies, as well as with nonprofit organizations, advocacy groups, and research institutes.

Graduates of this program will be able to:

- Execute the core facets of the policymaking process.
- Analyze how social and economic structures contribute to contemporary social issues and experiences of marginalization and inequity.
- Develop appropriate leadership skills for public and/or nonprofit organizations.
- Identify the impact of key developments and contextual factors on Canadian governance and leadership in public and nonprofit organizations.
- Apply a range of quantitative and qualitative methodologies in the development, analysis, and evaluation of public policy.
- Apply the associated standards of ethical behavior for professionals in the public and/or nonprofit sectors.
- Construct strategies to engage diverse stakeholders in collaborative program, policy, and governance processes.
- Communicate respectfully and professionally with a diverse and changing citizenry.

Students graduating from the Social Change Leadership Concentration will be able to:

- Examine current and historical tactics for the advancement of social justice within a public policy framework.
- Design community development initiatives to improve the lived experiences of marginalized populations.

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 strong record of 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.
- Evidence of interest and experience in social change efforts
- A GPA of 3.0 or higher for all undergraduate or graduate coursework.
- Completion, with a grade of C or better, of two, three-credit courses (six credits total) in program-relevant areas such as political science, sociology, women's or gender studies, economics, policy, community development, research methods, and statistics; equivalencies are considered.
- International students must have a minimum score in one of the following English proficiency tests:
 - 92 or better on the Internet-based TOEFL (iBT) with no band lower than 22.
 - 7.0 IELTS overall with no bands below 6.5.
 - PTE must have a minimum score of 62.

Applicants are required to submit the following items to be considered for admission:

- Application and application fee.
- Statement of intent answering the following questions:
 - Why are you interested in your chosen field and program?
 - Why is Adler University's program a good fit for you?
 - What are your career goals and interests?
- Resume or curriculum vitae.
- Official transcripts from all undergraduate and graduate schools attended (U.S. and Canada).
 - Please have official transcripts sent directly to the Office of Admissions.
 - Unofficial transcripts are accepted for any schools in which a degree was not received.
 - Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions adviser if you require more details.

All applicants who meet the minimum admission requirements will be required to interview with a program representative. Applicants will be assessed on their academic background, work and/or volunteer experience, fit with university mission and the program of interest. Based on the interview, the decision will be (a) direct admission to the graduate program of interest (MPPA) or (b) denied admission.

Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed

International Applicants

Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions adviser if you require more details.

Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

Program Requirements and Policies

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.

Practicum - Vancouver Campus

Social Justice Practicum (SJP)

In their first year of the MPPA program, students will spend approximately eight to ten hours per week over the course of six months at an approved Social Justice Practicum (SJP) site and must concurrently enroll in required coursework. A minimum of 200 hours of SJP is required. For more information, students should contact the manager of Community Action & Engagement, Vancouver Campus.

Policy Internship

Students in the MPPA program are required to complete a 300-hour on-site internship that provides an opportunity to build professional competence, including hands-on application of their studies, network development, and direct experience of an organizational culture. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and develop a critical appreciation of the roles and functions of public policy practitioners in organizations and the community. Students also gain insight into the application of theory and best practices in work environments and the relationships that exist between theory and practice. Student practica are supported by an academic supervisor who actively engages them in reflective learning and serves as a key contact for the internship host.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 200 hours of the Social Justice Practicum.
3. Satisfactory completion of 300 hours of the policy internship.
4. A cumulative GPA of 3.3 or higher, and no more than two courses or six credits with a final grade of C.
5. Successful completion of the Capstone paper.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation for the conferral of the Master of Public Policy and Administration degree.

Degree Requirements

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

Core Courses

MPPA 500 - Principles of Community Psychology

3

Community Psychology investigates people's wellbeing and mental health in the context of community and social life. Largely informed by a concern with social justice, it focuses on social inequalities that impact the wellbeing of individuals and communities. To this end, it draws on Critical Theory to analyze the reproduction of power inequalities and the erosion of the individual's ability to maintain control of their own wellbeing. In this course, students will study a wide variety of social actions and interventions that can promote the wellbeing of people and their communities.

Students learn how to understand and explain contemporary social issues from the level of identifying and defining community problems to the level of policy and practice.

MPPA 505 - Public Sector Governance

3

This course provides an examination of the 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 Canadian governance system, comparisons with other models in the global environment are also considered. The course also provides learning in the basic economic tools and micro-economic models relevant to current policy and public sector choices, including the role of government in public financing for social programming within a market-oriented economy. Students learn about public goods, externalities, competition versus monopoly, opportunity cost, economic efficiency and equity; how microeconomics is used in public policy analysis, and methods of economic analysis. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

MPPA 510 - Applied Research Methods I: Models and Analytics

3

This course addresses the assumptions, approaches and methods underlying the development of research in public policy. Covering the fundamentals of the research process from the inception of the research interest to information dissemination, students explore all the necessary requirements to conduct research on a public policy issue. Students will learn to critically evaluate the strengths and weaknesses of different research approaches (mixed, quantitative and qualitative) and how different designs can be used to shape the research question, data collection methods, processes for data analysis, and communication strategies for dissemination. Published policy research using different research designs will be critically evaluated and provide opportunities to explore recent advances in the field of policy and social justice initiatives. A significant emphasis is placed on ethical considerations in the research process as well as strategies for assessing research integrity, validity, and quality.

MPPA 520 - Applied Research Method II: Application

3

This course offers an advanced investigation and hands-on application of, qualitative and quantitative, and mixed methods research approaches within a policy context. Simulating an exploratory sequential mixed methods design, students will extend their research proposal from Applied Research Methods I by: developing a research consent form according to Adler University's Research Ethics Board guidelines; learning qualitative and some quantitative data collection methods, completing weekly assignments, using the analysis in the development of a scaffolding style policy paper; options for communicating policy research outcomes (i.e. posters/presentation deck, etc.) and exploring the use of NVIVO software in qualitative and mixed methods analyses.

MPPA 530 - Public Policy Analysis and Application

3

This course focuses on all facets of the policy development process, from identifying a policy need, defining the problem, undertaking research to inform options, and to planning and evaluating policy interventions. This course explores frameworks for policy analysis, the role of citizens in the policy process, and the complex tensions between public policy, community organizing, and social justice practices. It examines how community development leaders

and practitioners, advocacy groups, and community organizations can work with local, provincial, and federal governments to address issues of social change.

MPPA 540 - Organizational Leadership & Management Practice

3

This course will introduce leadership and management practices; both at a scholarly and a practical level. At a scholarly level, it will focus on issues such as authenticity, ethics, power dynamics and leading in crisis. At a practical level, the course will unpack leadership within the context of government, the public service, the non-profit sector and within the Indigenous community. By combining both scholarly and practical knowledge, this course will guide students through the identification of their own leadership style and an analysis of how it shapes their approach towards a variety of organizational leadership and management functions.

MPPA 550 - Economy and Economic Analysis

3

This course is focused on the basic economic tools and models relevant to current policy and public sector choices. It explores contemporary debates about the roles of the state within market economy, as well as the impacts of global neoliberalism and other global economic forces. The course provides an overview of economic policy frameworks and contemporary economic policy issues. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

MPPA 560 - Social Program Planning and Implementation

3

This course explores all facets of the program planning, implementation, and evaluation cycle relevant to contemporary social policy issues. Positioning programming as a policy mechanism, this course offers an opportunity to identify a program need; design and reflect on a program aimed at supporting social justice; and create an evaluation plan. With an emphasis on ethical engagement with community, the course provides students with the knowledge and skills to succeed in the complex world of social programming.

MPPA 570 - Ethics, Diversity & Socially Responsible Practice

3

This course provides students with a strategic operational foundation in the theory of public service ethics. Throughout the semester, we will examine the application of ethical theories to explore not simply what governments could do, but what they should do based on consequences, principles, and motivations. Together, we will investigate ethical standards expected of those working and leading the public service and not-for-profit sector. Specifically, we will identify and reflect upon the obligations of the public servant, and address the ethical dilemmas confronted by the public servant in the performance of their roles and responsibilities. As the course progresses, we will develop and respond to ethics-based scenarios using key concepts such as diversity, racialisation, colonialism, and intersectionality.

MPPA 650 - Social Justice Practicum

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that

begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MPPA 651 - Social Justice Practicum Continued

0

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete MPPA-650. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

Social Change Leadership Concentration Courses

MPPA 600 - Foundations of Community Development

3

This graduate course explores the foundations of community development. It considers the notion of community through the historical and theoretical perspectives and contemporary approaches used, and skills needed by community workers. It begins by examining the meaning and purpose of community and the ways communities change over time. It identifies major influences and the contributions of Canadians to the development and practice of community development. It considers the role of relationship-building and maintenance and presents a model to identify issues that arise in community development work. It explores development in Indigenous and international communities, and the future of community development and social welfare in Canada. The readings teach students how to be successful in working with various communities through the application of select case studies to illustrate principles of community practice.

MPPA 610 - Advocacy Strategy and Tactics for Social Change

3

This course explores theories of change and impactful social movements as a means of preparing students to lead change processes. It examines the activities, contexts, challenges, and ethics of community-based social change as they relate to organizations and institutional systems, work/task groups, and individuals and the role of community leaders in these processes. The course focuses on strategies and tactics to impact policy-level change and how they may be used to create social equity 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 orders of government to address issues of social change.

MPPA 655 - Policy Internship - Social Change Leadership Concentration

1

In their second year of the MPPA program, students are required to complete a 300-hour on-site internship that provides an opportunity to build professional competence, including hands-on application of their studies, network development, and direct experience of an organizational culture. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and develop a critical appreciation of the roles and functions of public policy practitioners in organizations and the community. Students also gain insight into the application of theory and best practices in work environments, and the relationships that exist between theory and practice. Student practica are supported by an academic supervisor who actively engages them in reflective learning and serves as a key contact for the internship host.

MPPA 656 - Policy Internship Continued - SOCIAL Change Leadership Concentration

0

Students in the MPPA program are required to complete a 300-hour on-site internship that provides an opportunity to build professional competence, including hands-on application of their studies, network development, and direct experience of an organizational culture. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and develop a critical appreciation of the roles and functions of public policy practitioners in organizations and the community. Students also gain insight into the application of theory and best practices in work environments, and the relationships that exist between theory and practice. Student practica are supported by an academic supervisor who actively engages them in reflective learning and serves as a key contact for the internship host. The MPPA Policy Internship Agreement is provided in the MPPA Policy Internship Handbook.

MPPA 670 - Capstone Paper - Social Change Leadership Concentration

1

This seminar focuses on the Social Change Leadership stream. The course supports students with the development and completion of their individual capstone projects. The course will be focused on addressing issues as they arise, peer learning throughout the research process, and meeting project milestones to ensure successful completion of the capstone project.

MPPA 671 - Capstone Paper Continued - Social Change Leadership Concentration

0

This seminar focuses on the Social Change Leadership stream. The course supports students with the development and completion of their individual capstone projects. The course will be focused on addressing issues as they arise, peer learning throughout the research process, and meeting project milestones to ensure successful completion of the capstone project.

Total Credit Hours: 36

Sample * Curriculum Sequence - Full-Time Model

Year One

Term One

MPPA 510 - Applied Research Methods I: Models and Analytics

3

This course addresses the assumptions, approaches and methods underlying the development of research in public policy. Covering the fundamentals of the research process from the inception of the research interest to information dissemination, students explore all the necessary requirements to conduct research on a public policy issue. Students will learn to critically evaluate the strengths and weaknesses of different research approaches (mixed, quantitative and qualitative) and how different designs can be used to shape the research question, data collection methods, processes for data analysis, and communication strategies for dissemination. Published policy research using different research designs will be critically evaluated and provide opportunities to explore recent advances in the field of policy and social justice initiatives. A significant emphasis is placed on ethical considerations in the research process as well as strategies for assessing research integrity, validity, and quality.

MPPA 530 - Public Policy Analysis and Application

3

This course focuses on all facets of the policy development process, from identifying a policy need, defining the problem, undertaking research to inform options, and to planning and evaluating policy interventions. This course explores frameworks for policy analysis, the role of citizens in the policy process, and the complex tensions between public policy, community organizing, and social justice practices. It examines how community development leaders and practitioners, advocacy groups, and community organizations can work with local, provincial, and federal governments to address issues of social change.

MPPA 650 - Social Justice Practicum

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment,

and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

Term Credits = 7

Term Two

MPPA 505 - Public Sector Governance

3

This course provides an examination of the 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 Canadian governance system, comparisons with other models in the global environment are also considered. The course also provides learning in the basic economic tools and micro-economic models relevant to current policy and public sector choices, including the role of government in public financing for social programming within a market-oriented economy. Students learn about public goods, externalities, competition versus monopoly, opportunity cost, economic efficiency and equity; how microeconomics is used in public policy analysis, and methods of economic analysis. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

MPPA 520 - Applied Research Method II: Application

3

This course offers an advanced investigation and hands-on application of, qualitative and quantitative, and mixed methods research approaches within a policy context. Simulating an exploratory sequential mixed methods design, students will extend their research proposal from Applied Research Methods I by: developing a research consent form according to Adler University's Research Ethics Board guidelines; learning qualitative and some quantitative data collection methods, completing weekly assignments, using the analysis in the development of a scaffolding style policy paper; options for communicating policy research outcomes (i.e. posters/presentation deck, etc.) and exploring the use of NVIVO software in qualitative and mixed methods analyses.

MPPA 651 - Social Justice Practicum Continued

0

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete MPPA-650. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem

solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

Term Credits = 6

Term Three

MPPA 540 - Organizational Leadership & Management Practice

3

This course will introduce leadership and management practices; both at a scholarly and a practical level. At a scholarly level, it will focus on issues such as authenticity, ethics, power dynamics and leading in crisis. At a practical level, the course will unpack leadership within the context of government, the public service, the non-profit sector and within the Indigenous community. By combining both scholarly and practical knowledge, this course will guide students through the identification of their own leadership style and an analysis of how it shapes their approach towards a variety of organizational leadership and management functions.

MPPA 500 - Principles of Community Psychology

3

Community Psychology investigates people's wellbeing and mental health in the context of community and social life. Largely informed by a concern with social justice, it focuses on social inequalities that impact the wellbeing of individuals and communities. To this end, it draws on Critical Theory to analyze the reproduction of power inequalities and the erosion of the individual's ability to maintain control of their own wellbeing. In this course, students will study a wide variety of social actions and interventions that can promote the wellbeing of people and their communities. Students learn how to understand and explain contemporary social issues from the level of identifying and defining community problems to the level of policy and practice.

MPPA 550 - Economy and Economic Analysis

3

This course is focused on the basic economic tools and models relevant to current policy and public sector choices. It explores contemporary debates about the roles of the state within market economy, as well as the impacts of global neoliberalism and other global economic forces. The course provides an overview of economic policy frameworks and contemporary economic policy issues. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

Term Credits = 9

Year Two

Term Four

MPPA 570 - Ethics, Diversity & Socially Responsible Practice

3

This course provides students with a strategic operational foundation in the theory of public service ethics. Throughout the semester, we will examine the application of ethical theories to explore not simply what governments could do, but what they should do based on consequences, principles, and motivations. Together, we will investigate ethical standards expected of those working and leading the public service and not-for-profit sector. Specifically, we will identify and reflect upon the obligations of the public servant, and address the ethical dilemmas confronted by the public servant in the performance of their roles and responsibilities. As the course progresses, we will develop and respond to ethics-based scenarios using key concepts such as diversity, racialisation, colonialism, and intersectionality.

MPPA 600 - Foundations of Community Development

3

This graduate course explores the foundations of community development. It considers the notion of community through the historical and theoretical perspectives and contemporary approaches used, and skills needed by community workers. It begins by examining the meaning and purpose of community and the ways communities change over time. It identifies major influences and the contributions of Canadians to the development and practice of community development. It considers the role of relationship-building and maintenance and presents a model to identify issues that arise in community development work. It explores development in Indigenous and international communities, and the future of community development and social welfare in Canada. The readings teach students how to be successful in working with various communities through the application of select case studies to illustrate principles of community practice.

MPPA 655 - Policy Internship - Social Change Leadership Concentration

1

In their second year of the MPPA program, students are required to complete a 300-hour on-site internship that provides an opportunity to build professional competence, including hands-on application of their studies, network development, and direct experience of an organizational culture. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and develop a critical appreciation of the roles and functions of public policy practitioners in organizations and the community. Students also gain insight into the application of theory and best practices in work environments, and the relationships that exist between theory and practice. Student practica are supported by an academic supervisor who actively engages them in reflective learning and serves as a key contact for the internship host.

Term credits = 7

Term Five

MPPA 610 - Advocacy Strategy and Tactics for Social Change

3

This course explores theories of change and impactful social movements as a means of preparing students to lead change processes. It examines the activities, contexts, challenges, and ethics of community-based social change as they relate to organizations and institutional systems, work/task groups, and individuals and the role of community leaders

in these processes. The course focuses on strategies and tactics to impact policy- level change and how they may be used to create social equity 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 orders of government to address issues of social change.

MPPA 560 - Social Program Planning and Implementation

3

This course explores all facets of the program planning, implementation, and evaluation cycle relevant to contemporary social policy issues. Positioning programming as a policy mechanism, this course offers an opportunity to identify a program need; design and reflect on a program aimed at supporting social justice; and create an evaluation plan. With an emphasis on ethical engagement with community, the course provides students with the knowledge and skills to succeed in the complex world of social programing.

MPPA 656 - Policy Internship Continued - SOCIAL Change Leadership Concentration

0

Students in the MPPA program are required to complete a 300-hour on-site internship that provides an opportunity to build professional competence, including hands-on application of their studies, network development, and direct experience of an organizational culture. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and develop a critical appreciation of the roles and functions of public policy practitioners in organizations and the community. Students also gain insight into the application of theory and best practices in work environments, and the relationships that exist between theory and practice. Student practica are supported by an academic supervisor who actively engages them in reflective learning and serves as a key contact for the internship host. The MPPA Policy Internship Agreement is provided in the MPPA Policy Internship Handbook.

Term credits = 6

Term Six

MPPA 670 - Capstone Paper - Social Change Leadership Concentration

1

This seminar focuses on the Social Change Leadership stream. The course supports students with the development and completion of their individual capstone projects. The course will be focused on addressing issues as they arise, peer learning throughout the research process, and meeting project milestones to ensure successful completion of the capstone project.

Term credits = 1

Total Credit Hours = 36

Note: * Only for students who require more than two semesters to complete Social Justice Practicum and Policy Internship hours and Capstone Paper.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Aug. 17, 2021, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Course Descriptions

Chicago Campus

CFTD 681.1 - Deconstructing Rape Culture in Therapy

CFTD 681.2 - Sex and Disability

CFTD 681.3 - Advanced Statistics

CFTD 681.4 - Narcissistic Behavior and Relationship Issues: Identifying Toxic Relationship Cycles

CFTD 681.5 - How to Publish a Peer Review Journal Article

CFTD 681.6 - Considerations for Working With Interracial Couples

CFTD 681.7 - Sex Therapy Consultation Group

COUN 699 - Counseling Elective

COUN 765 - International Perspectives in Counseling And Psychotherapy

DCES 859 - DCES Social Justice Internship Continuation

FMHL 611 - Assessment and Intervention with the Juvenile Offender

FMHL 612 - Police and Public Safety Psychology

FMHL 613 - Assessment and Intervention with the Sexual Offender

FMHL 614 - Correctional Counseling and Rehabilitation

FMHL 615 - Clinicians in Court

HHR 512 - Human Rights & Health Policies Outcomes

HHR 513 - Human Right to Health

HHR 514 - Contemporary Human Rights and Health Issues

MCFT 514 - CFT Professional Development Seminar B: Pre-Practicum

MCFT 526 - Trauma-Informed Systemic Therapy

MSHP 650.1 - Business Development

MSHP 689 - Sport and Human Performance Externship And Seminar IV

PHDAT 833.6 - The Psychology of Emotions: An Exploration of Theory, Development, Manifestation, and the Classification Of Emotions

PHDAT 853 - Doctoral Internship and Seminar Continued

PHDAT 854 - Doctoral Internship Continued

PPA 503 - Collaborative Policy Internship

PPA 504 - Public Finance and Budgeting

PPA 507 - Organizational Leadership and Public Sector Management

PSY 873.1 - Special Topics in Diversity: Reproductive Health, Psychology, and Justice

Online Campus

MAMP 514 - Theory and Application of Posttraumatic Growth

PCO 003 - Student Orientation

Vancouver Campus

MIOP 650 - Capstone Preparation

MIOP 651 - Capstone I

MIOP 652 - Capstone II

MIOP 653 - Capstone Continuation

MOAP 503 - Ethics & Socially Responsible Practice

MOAP 504 - Community Psychology and Program Evaluation

MOAP 650 - Capstone Preparation

MOAP 651 - Capstone I

MOAP 652 - Capstone II

MOAP 653 - Capstone Continuation

PSYD 850 - Advanced Topics in Clinical Psychology

PSYD 901.1 - Doctoral Dissertation Seminar: Proposal II Continued

Chicago Campus

Academic Policies and Procedures (Chicago)

- Academic Status
- Administrative Withdrawal
- Application of the Attendance Policy
- Attendance
- Course Add/Drop
- Course Withdrawal
- Degree Conferral
- Grade Corrections and Grade Appeals
- Grading System
- Leave of Absence
- Medical Leave of Absence
- Qualifying Examinations
- Referral Process
- Registration
- Satisfactory Progress
- SDC and SCEC Appeals
- Statement of Student Responsibilities
- Student Comprehensive Evaluation Committee (SCEC)
- Student Development Committee (SDC)
- Student Referral Policy
- Withdrawal in Good Standing

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 Student Comprehensive Evaluation Committee (SCEC) referrals.

Academic Good Standing

To remain in good academic standing, a student must:

- Maintain consistent enrollment.
- Take a course load that ensures steady movement toward degree completion within the maximum time limits outlined in the catalog.
- Meet all academic, comportment, and professional standards and applicable program requirements.
- Maintain a minimum cumulative GPA of 3.0 on a 4.0 scale.

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

Academic Alert

Students with a minimum cumulative GPA of 3.0 and who earn a B- grade for the first time.

This status will be in effect for one semester after receiving the low grade.

Academic Warning

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

1. Earn a first grade of C+ or 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 after receiving the 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+ or C.
2. Earn a single C-, D+, D, F, *WF, NC, or *WNC grade without a prior history of low grades (B-, C+, or C).
3. Earn three or more grades of B-.
4. Fall below a 3.0 cumulative GPA.

Students on academic probation shall have a maximum of two consecutive semesters following the status change 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 C-, D+, D, F, *WF, NC, or *WNC.
2. Earn a third grade of C+ or C.
3. Earn four or more grades of B-.
4. Fail to maintain a minimum cumulative GPA of 3.0 for two semesters.
5. Fall below a minimum cumulative GPA of 3.0.

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.

**Effective Fall 2025, these grades are no longer part of the grading system but will continue to be included in academic status calculations for students who previously earned them.*

Administrative Withdrawal

Once enrolled, students are expected to maintain good academic standing, meet all student responsibilities, maintain satisfactory progress, and register each consecutive 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 Adler 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. If admitted, they 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 or another institution. Students who wish to appeal the administrative withdrawal decision can follow the Student Grievance and Appeal Policy procedures posted online at adler.edu.

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 cannot comply with the attendance policy, but only if the plan enables the student to meet the course exit competencies.

Per 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 to consider absences excused. At the conclusion of such excused absences, the student shall resume the status held at the time the absences began.

Accommodation due to pregnancy or related issues may need to be made when an extended leave is medically necessary.

Attendance

This policy establishes the obligations of students to adhere to class attendance standards. 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 failure (F) grade and may be required to repeat the course. Students whose absence or tardiness affects the quality of their work, or the work of others, may be given a lower grade at the discretion of the faculty.

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 no credit (NC) and be referred to the appropriate Student Development Committee (SDC) for review.

Attending a course or engaging in course-related activities, including dissertation, exams, or training-related degree components, while unregistered is not permitted. Students risk forfeiture of all earned grades if they are not officially registered for a course or exam.

Course Add/Drop

Students add or drop courses and exams in Student Planner during the published registration and add/drop periods. Registration and add/drop period dates are listed in the academic calendar. The official add/drop date is the date the student add or drops the course in Student Planner. Requests to add or drop after the published add/drop period will not be accepted.

Fees and Refunds

- A drop fee is charged for each course or exam dropped once the course period begins.
- Students who drop during the add/drop period may be eligible for a refund in accordance with the refund policy.
- Students who are withdrawn from a course or the University for disciplinary or academic reasons may receive a prorated refund.
- Students who fail to attend or who stop attending without officially dropping or withdrawing remain responsible for all tuition and fees.

Leaves of Absence and Withdrawals

Students who decide to take a leave of absence or withdraw from the University before the term begins or during the add/drop period must:

1. Log in to Student Planner and drop all registered courses.
2. Submit the required Leave of Absence Request or Student Withdrawal Form.

Failure to complete both steps will result in applicable tuition charges and drop fees.

Special Courses (Practicum/Internship)

Students wishing to drop a practicum or internship should notify their instructor before dropping the course in Student Planner.

Course Withdrawal

After the published add/drop period of a course period, a student who wishes to withdraw from a course or exam must download, review, complete, and submit the course withdrawal request form. Please see the form on the Registrar page on Adler Connect for complete details and consult the academic calendar for the specific deadline dates to withdraw from each of the course periods. Questions regarding withdrawing from a course should be referred to your adviser or department chair/program director. Notifying the instructor or ceasing class attendance/participation does not constitute an official withdrawal.

Students who stop attending class or request to withdraw from a course or exam after the published withdrawal (W) grade deadline will receive a final grade from the instructor that reflects the work completed and the work that was not completed. The deadline to withdraw is a week before the course end date. Students may not withdraw from a course or exam after the published end date or due date of the exam.

Students are not eligible for a refund after the add/drop period concludes.

Degree Conferral

The Office of the Registrar is the department that processes degree conferrals at the University. The degree conferral process is ongoing and is not restricted to one time of the year. The annual commencement ceremony is not related to how and when degrees are conferred. The Office of the Registrar does not manage the commencement ceremony. Details regarding the commencement ceremony, when available, are at commencement.adler.edu.

Students must complete the graduation application (Graduation Overview in Self-Service) for each degree program they are enrolled. Submissions must be in accordance with the due dates listed on the academic calendar.

The Office of the Registrar will perform a comprehensive audit of a student's entire academic record once:

- The graduation application is submitted (due dates are available on the academic calendar).
- The student's instructors post all grades.
- All other degree requirements have been fulfilled, including practicum, externship, internship, and Social Justice Practicum. Students who are completing a training related experience in their final term should check with their academic program to ensure all supporting documentation has been submitted.
- For doctoral students, your academic department must send an email to the Office of the Registrar that confirms their final approval of your uploaded final dissertation.

Final Grades

Instructors are required to post grades no later than 14 calendar days after the end of the course period or term.

Once an instructor posts final grades, the grades are immediately available for the student to view in Student Planner. Questions regarding missing grades should always be referred to the instructor on record - the instructor's name is on the student's schedule. Since faculty are responsible for posting final grades, the Office of the Registrar does not know the status of missing grades.

Internship/Practicum/Externship/Social Justice Practicum

Before degree conferral, students must complete all internship, practicum, externship, and Social Justice Practicum requirements.

Students with questions regarding the status of their internship, practicum, externship, and Social Justice Practicum grades or where documentation should be sent from their training sites should connect directly with the instructor of record. The instructor's name is located on the student's schedule. The Office of the Registrar is not involved in training-related courses and does not obtain or retain documentation relating to these experiences.

Once all grades are posted and **all** degree requirements are completed, including practicum, internship, submission of the final dissertation to the student's academic department, and confirmation from the student's academic program the final dissertation has been accepted and all training related activities are complete, auditing for degree conferral commences.

Degree Conferral Process

Please allow up to 30 calendar days from the point all degree requirements have been satisfied, or 30 calendar days from the point your instructor posted your last grade, for your degree to be conferred. Students will be notified through their Adler University email account once their degree has been posted to their academic record.

Students are automatically in the queue for degree conferral once all degree requirements, including practicum, internship, submission of the final dissertation to their academic department, and confirmation from the academic program their final dissertation has been accepted and all training related activities are complete.

Students who anticipate beginning a job or post-doc by a specific date should plan and submit all degree requirements well in advance of their start date.

A student's degree conferral will be held if the student (1) has exceeded the maximum timeframe to complete their degree and the student does not have written approval from their department chair or program director to continue in the program and (2) if a student has not satisfactorily completed the required prerequisites a student must complete as a stipulation of their admission. Students should contact their department chair or program director for details. A student's degree conferral will also be held if they have not submitted any outstanding official transcripts from a prior college or university. Please contact the Office of the Registrar if you need to submit an outstanding official transcript.

The degree completion and conferral dates reflected on a student's transcript will reflect the date *all degree requirements* were satisfied, including last dates of attendance posted by instructors for each course, completion of practicum and internship, submission of final dissertation, and confirmation from their academic program their final dissertation has been accepted. A student's degree completion date must be an accurate reflection of when degree requirements were completed. Requests to adjust degree completion or degree conferral dates that are not an accurate reflection of the date the student completed the degree requirements prescribed by the academic program will not be accommodated.

Grade Corrections and Grade Appeals

A student may appeal a final course grade for one or more of the following criteria:

- The faculty member violated a specific Adler University rule or policy pertaining to grading, including refusal to discuss a grade with the student.
- 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.
- A clerical or administrative error was made in the process of recording or reporting the grade, and the faculty member has not corrected it.
- The faculty member did not report any grade for the individual student.
- The grade reflects discriminatory, biased, abusive, exploitive, or otherwise improper conduct toward the individual student. These allegations will be referred to the appropriate office, as determined by legal counsel, for investigation. The scope of the investigation will be limited to the allegation(s) and will not address the grade appeal. Hence, the following appeal process may be placed on hold during the investigation of the alleged discrimination but will not circumvent the grade appeal process. The program director and department chair (second level) will be informed of the determination of the investigation. Should the appeal involve the program director or the chair as the instructor, their immediate supervisor will be informed. Due to the confidential nature of harassment, discrimination, and Title IX investigations, the substance of the investigation will not be shared, only the outcome. In cases where a violation has been found, the second-level reviewer will assess whether the violation impacted the appellant's grade. The final grade will be determined through the formal grade appeal process.

Appeal Process

For the purpose of this procedure, "day" means an academic/business day, not calendar days. Dates, when classes are not in session will not count toward the timeline. "Term" means Fall, Spring, or Summer academic terms.

First Level: Appeal to the Faculty Member

- A student who wishes to appeal a grade for any criteria (A through D above) must first notify the instructor of record by email that they want to appeal and discuss the reason(s) for questioning the final grade. If the grade appeal uses criterion E, students may appeal directly to the program director or department chair (Second Level) unless the program

director or department chair is a teaching faculty of the course. In such case, the level two appeal goes to the campus dean.

- The deadline for a student to take the complaint to the faculty member is 5 p.m. CT on the 10th business day of the semester following the final grade being appealed.
- A student having a verbal discussion of an appeal related to criteria A through D above must follow up with an email or written statement to the instructor summarizing the basis of the appeal.
- In most cases, the student and instructor discussion 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 the instructor does not respond within five business days, 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.

In the case of receiving no response from the instructor after five business days, students can submit the written grade appeal form to the program director or chair directly unless the program director or department chair is a teaching faculty of the course. In such case, the level two appeal goes to the campus dean.

This timeline may not apply when criterion E was designated as the basis of the appeal.

Completion of the grade appeal form should include:

- The criterion for the appeal (see A through E of the grade appeal criteria above).
- The grounds for challenging the original grade.
- A description of the remedy sought.
- Full documentation of the efforts taken to date to resolve the appeal of the grade.

Submit the completed grade appeal form to:

- Chair or program director responsible for the degree program.
- Instructor of record.

Departmental Review (within 15 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, must be completed within 15 business days of the 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 the resolution of the student's concerns, the student has 10 business days after receiving the determination to notify the department chair or program director they wish to appeal

the decision. The department chair or program director shall then direct the grade appeal form and all associated communications to the chair of the Faculty Council, who will refer this appeal to the Grade Appeal Committee. This ad-hoc faculty committee provides a higher level of appeal beyond the department. The ad-hoc faculty committee is to be established by the Executive Committee of the Faculty Council, as needed, and is to consist of no fewer than three faculty members.

The Grade Appeal Committee shall convene a meeting, choose a chair, and review all relevant and supporting documents. The committee shall consult with the vice president of Academic Affairs (VPAA) and make a final decision within 20 business days of receiving the grade appeal form and supporting documentation. After the Grade Appeal Committee makes a final decision, the Grade Appeal Committee Chair will respond directly to the student to communicate the decision as well as the basis for the outcome. This written response consists of an email and a paper copy sent to the student's address on file in the Registrar's Office.

The instructor, program director or department chair, and the VPAA shall also be included in the communication. The decision of the Grade Appeal Committee is final.

COMMONLY CITED EXCEPTION: If the instructor of record is also serving as chair or program director, the student, after an unsuccessful attempt at resolution with the faculty member, may direct the grade appeal form to the immediate supervisor, who will serve as the second-level reviewer. Should the student not be satisfied with the second-level reviewer's decision, the student will request an appeal to the Grade Appeal Committee by notifying the second-level reviewer that they wish to appeal.

Grading System

The faculty is responsible for 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:

Adler University Grading Scale - Graduate Programs		
Grade	Grade Scale (used by the instructor to determine a student's grade)	Grade Points (used to calculate GPA)
A+	99-100%	4.25
A	94-98%	4.00
A-	93-90%	3.75
B+	87-89%	3.30
B	83-86%	3.00
B-	80-82%	2.70
C+	77-79%	2.30
C	73-76%	2.00

C-	70-72%	1.70
D+	67-69%	1.30
D	65-66%	1.0
F	Below 65%	0
CR		N/A
NC		N/A
I		N/A
IP		N/A
TR		N/A
AU		N/A
W		N/A

Each academic program has minimum grade requirements. Please review your program's requirements in the catalog or consult with your department chair or program director. Grades of D, F, NC, or AU may not be counted toward completing degree requirements for any academic program.

A maximum of six credit hours may be repeated to remediate deficient grades and qualify for graduation. Effective with courses taken Fall 2025, the highest grade earned for a course will be used in the overall GPA and all prior grades will appear on the transcript.

Audit

Upon successful completion, students registered to audit a course will receive an "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 credit (CR) grade 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. CR grades are not used in calculating the GPA.

A no-credit (NC) grade is assigned upon unsatisfactory performance in a practicum or a course offered on a credit/no-credit basis. While not used in calculating the GPA, an NC grade is considered a failing grade for the purposes of Satisfactory Academic Progress.

Incomplete

An incomplete (I) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the time allowed. An incomplete is permitted 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 before the due date of the final requirement of the class in question.

For an incomplete to be granted, students must complete an Incomplete Grade Agreement Form with the instructor. The form is available to faculty only on Adler Connect. The Incomplete Grade Agreement should state specifically what the student must do to satisfy the course requirements, including the instructor's grading criteria and the agreed-upon completion date. The agreed-upon completion date cannot exceed the final date of the subsequent term in which the course was taken. The instructor must submit a grade change form no later than two weeks from the agreed-upon completion date indicated on the incomplete grade agreement. An incomplete grade automatically converts to a failing grade if a Grade Change Form is not submitted two weeks after the agreed-upon completion date. The student and instructor must sign the Incomplete Grade Agreement. The instructor must submit the form to the Office of the Registrar via the instructor's Adler email account. The Office of the Registrar will not accept the Incomplete Grade Agreement from the student. Please see the Incomplete Grade Agreement for complete details.

Receipt of one or more incomplete grades may preclude a student from enrolling in subsequent terms, render the student ineligible for federal student aid, and result in the student being referred to the SDC.

If the coursework is not successfully completed within the time limit established by the instructor, the incomplete grade will be changed to a failing (F) grade or no credit (NC).

In Progress

A temporary grade of in progress (IP) can be given to students engaged in applied field experiences (e.g., practicum, internship) or pending completion of a comprehensive exam. The IP will be removed from the transcript after the final grade is 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 GPA. The TR grade is not utilized to calculate a student's academic standing or credit attempted.

Withdraw

A withdraw (W) grade indicates the student officially withdrew from a course with the written permission of the student's department chair or program director through the allowed withdrawal period. Please see the academic calendar for dates. The W is not counted in a student's earned credit hours nor calculated in the student's GPA. A W grade impacts a student's time to complete their degree program.

Leave of Absence

Degree seeking students may take a Leave of Absence (LOA) due to illness or other extenuating circumstances by completing a Leave of Absence Form, with necessary signatures, and submitting the form via their Adler University email account to the Office of the Registrar. The form is located on the Registrar page on Adler Connect. It is the student's responsibility to sign the Leave of Absence Form and to understand the potential academic and financial implications of taking an LOA. The Office of the Registrar accepts LOA requests via email. Forms missing information and the student's signature will be returned to the student. First term students who do not attend beyond the add/drop period are not eligible to take a leave of absence.

An LOA may be taken for up to a total of three terms or one calendar year. Students who wish to take more than three terms or one calendar year of leave of absence are required to obtain written approval from their department chair or program director.

If a student has accepted a practicum or internship prior to requesting leave or is completing a practicum/internship at the time of the request, the student must contact the director of training or the Center for Civic Learning and Community Action before submitting the LOA. The LOA will be noted on the student's transcript for each term until the student returns to Adler University. Time approved for an LOA does not impact the maximum time allowed for degree completion. LOA refers to the specific period during a program when a student is not in active attendance. Students are strongly encouraged to monitor 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 Adler University. To be readmitted, administratively withdrawn students must submit a new application for admission no sooner than one year after the date they were dismissed. If admitted, they must follow the program requirements at the time of the new admission.

If a student decides to take an LOA before the term starts or during the add/drop period, the student is required to log onto Student Planner and drop all their 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.

Student-at-large/non-degree seeking students who are unable to maintain continuous enrollment need to withdraw from the university.

Medical Leave of Absence

A student who cannot begin or complete a term due to illness or other health-related conditions may submit a request for a medical leave of absence.

Students must submit the Medical Leave of Absence Form and provide documentation on official letterhead from their health care provider supporting their request for a medical leave of absence and the anticipated timeframe in which the student can resume coursework. The medical leave documentation from the health care provider does not have to indicate the student's specific health condition.

Students may take a medical leave of absence for up to one year. Students who wish to take more than three terms or one calendar year of leave of absence are required to obtain written approval from their department chair or program director. The student's health care provider must recommend requests to extend a medical leave. The student's health care provider must submit documentation recommending the extension on official letterhead. A student returning from a medical leave of absence must provide documentation on an official letterhead from their health care provider once their condition has been resolved or managed and the student is able to resume their studies.

Students are required to log onto Student Planner and drop all courses if they decide to take a medical leave of absence before the term starts or during the add/drop period. When a medical leave of absence is granted, withdraw (W) grades will be posted for courses that have not concluded but remain on the student's schedule for that term.

Students may elect to petition for incomplete grades. If the petition is granted, the student must sign an incomplete grade agreement and complete all coursework in accordance with the incomplete grade agreement. If a student has incomplete grades from prior terms, the course completion deadline is not changed by a leave of absence.

While a leave of absence for medical reasons may be granted at any time during the term, tuition is refunded in accordance with Adler University's refund policy. Please see your campus' Tuition Refund Policy in the most recent University catalog. Students taking a medical leave of absence who are recipients of U.S. Title IV financial aid should refer to the U.S. Financial Aid portion of the most recent catalog to determine the financial implications of their leave.

A medical leave of absence may result in the partial or complete loss of financial aid for the term. Questions about individual cases should be directed to the Office of Financial Aid.

Students who stop attending classes without formally submitting a medical leave of absence request risk academic and financial consequences.

Academic consequences include, but are not limited to, receiving failing grades in all courses, being placed on academic probation, and academic dismissal. Financial consequences include, but are not limited to, incurring a balance that can impact the ability to register and suspension of financial aid eligibility.

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, allowing students to integrate course material and practical training, reflect on their 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.

Referral Process

When students breach one or more student responsibilities, any employee of the Adler community may alert the appropriate SDC by submitting an SDC Referral Form. Examples of why a student may be referred to SDC include, but are not limited to:

- Receiving a grade of B- or lower.
- Displaying a pattern of noncompliance at a training site.
- Being placed on a practicum or internship remediation plan.
- Demonstrating a lack of professional standards in or out of the classroom.

Each academic department has its own SDC, which will complete the initial review of the referral.

The goal of Adler University is to support students throughout their academic program. Referrals will be directed to the SDC, which will determine the severity of the concern according to the criteria and direct the referral to the student's faculty adviser to review by the SDC or to the SCEC.

The student referral process below denotes the role of each level of referral.

- Students who display general difficulty with the process of learning or who fail to regularly monitor their student accounts will meet with their advisor. The role of the advisor is to offer support, help students develop an action plan, and monitor improvements.
- Students who struggle to maintain expected grades, fail to comply with conduct standards, demonstrate a pattern of noncompliance during a field or practicum placement, are placed on a practicum or internship remediation plan, or display ethically questionable behavior, will meet with the SDC. The role of the SDC is to help the student understand patterns of difficulty, identify recommended resources, and establish a plan for continued success.
- Students who have a pattern of low grades, display egregious lapses in professional and/or ethical judgment and/or conduct, or fail to comply with earlier levels of intervention, will meet with the SCEC. The role of the SCEC is to determine whether students can continue their studies at Adler University satisfactorily.

The diagram below serves as a visual illustration of the process:

Adviser Level Referrals

Adviser Level Referrals

SDC directs faculty advisors to meet with students who do any of the following:

- Fail to adhere to any applicable University policies and procedures (Student Responsibility 1).
- Fail to contribute actively to the learning process as outlined in the relevant syllabi, including complying with attendance or participation requirements, completing assignments, and preparing for class (Student Responsibility 6).
- Fail to regularly monitor their student accounts (Student Responsibility 9).
- Violations of the Academic Honesty Policy (Academic Misconduct).

Department-Level Referrals

SDC meets with students who do any of the following:

- Earn a single grade of B- or lower.
- Fall below a minimum cumulative GPA of 3.0 for a semester.
- Fail to adhere to any applicable University policies and procedures (Student Responsibility 1).
- Conduct noncompliance in off-campus settings, including clinical, field, internship, or in-service activities, as outlined in practicum documents or site-specific procedures, or is placed on a practicum or internship remediation plan (Student Responsibility 2).
- Fail to comply with any ethical and professional standards applicable to their program of study (Student Responsibility 5).
- Fail to conduct themselves ethically, professionally, and civilly (Student Responsibility 7).
- Fail to demonstrate respect for the rights of others (Student Responsibility 8).
- Violations of the Academic Honesty Policy (Academic Misconduct).

Institution-Level Referrals

SDC refers to SCEC students who do any of the following:

- Earn two or more grades of B- or lower.
- Fail to maintain a minimum cumulative GPA of 3.0 for two semesters.
- Fail to comply with any prior academic remediation plan.
- Fail to adhere to any applicable University policies and procedures (Student Responsibility 1).
- Fail to abide by local, state, and federal laws (United States), or federal, provincial, and municipal laws (Canada). See policies on Criminal Activity, Sexual Offense, Disorderly Behavior, Unauthorized Entry, and Weapons (Student Responsibility 3).
- Any form of cheating on examinations, assignments, etc.
- Violations of the Adler University Academic Honesty Policy (Academic Misconduct).
- Violations of the Adler University Nondiscrimination and Anti-Harassment Policy.
- Demonstrate an egregious lapse(s) in professional and/or ethical judgment/conduct.

Please note the descriptions above represent only a general overview of the student referral process. Further, some student responsibilities and policies or violations are listed in more than one level above. Hence, the unique details of an individual situation will be taken into consideration and may warrant an approach not specifically outlined above.

Registration

Course Schedules

Department chairs and program directors create the term schedule. Students with questions about section offerings, meeting times, or instructors should contact their department chair or program director.

Registration Process

Students register online through Student Planner. Registration and add/drop dates and deadlines are communicated through university email. Students should utilize the advisement sheet provided by their academic program to plan course selections in Student Planner. Students are encouraged to meet with their advisor before registering.

Registration Exceptions

Exceptions are managed at the academic program level and require written approval from the department chair or program director. Examples include:

- Enrollment in more than 15 credits
- Prerequisite overrides
- Registration in closed or waitlisted courses
- Course substitutions
- Registration in another program's course

Enrollment Requirement

Students must be officially registered to attend courses or participate in course-related activities, including dissertations, examinations, practica, and internships. Students who are not registered will not receive credit or grades.

Deadlines

All registration and schedule changes must be completed within the published registration and add/drop period. Dates and deadlines are listed in the academic calendar. Registration after the add/drop deadline will not be accepted.

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. They must satisfactorily complete all 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 to complete their degree requirements within five years.

Doctoral students should complete at least 18 credit hours every 12 months. They must satisfactorily complete all requirements for graduation within seven years of the date of first registration following admission to the program. Students enrolled in dissertations or internships are maintaining minimum credit requirements for satisfactory academic progress.

SDC and SCEC Appeals

Students have the right to appeal the decisions made by the SDC or the SCEC. A student may appeal the decision based on the following criterion:

1. There is a procedural error identified that indicates a substantial breach of institutional processes or procedures.

2. There is new information of a substantive nature that was not available at the time the decision was made. New information may require documentation.
3. The initial decision is biased or in violation of stated student rights.

Students who wish to appeal for the above reasons must present an appeal in writing within 10 business days of the initial decision date.

Students who wish to appeal are encouraged to consult with their adviser and/or the Office of Student Affairs.

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 learning process, 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.

Student Comprehensive Evaluation Committee (SCEC)

Serious or repeated breaches of the Academic Good Standing Policy or the Student Responsibilities Policy will be addressed through the SCEC. The Committee will evaluate the referral, provide a plan for remediation if appropriate, and deliver a decision on the outcome. This decision may include dismissal or administrative withdrawal.

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 the student responsibilities found in this catalog. The primary function of the SDC is to provide early and structured assistance to students in successfully completing their program.

The Registrar forwards a list of students below good academic standing to the appropriate departmental SDC at the beginning of each term. When students breach one or more student responsibilities, any employee of the Adler community may alert the appropriate SDC by submitting a Student SDC Referral Form (available online).

The SDC reviews the grade reports and referral forms, determines the level of severity of the concern (outlined below), and may direct the student to take remedial action. Depending on the seriousness of the concern, the student will be referred to the faculty adviser to meet with the SDC or the SCEC. A description of the referral process is below.

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 training sites. The University reserves the right to exercise jurisdiction over events or actions occurring off campus or in virtual communities where Adler's community interest is affected. This policy is designed to contribute to the personal and professional growth of the students and ensure the welfare of Adler University and its related communities.

Withdrawal in Good Standing

Students may withdraw from Adler University in good standing by completing and signing the Student Withdrawal Form and submitting the form via their Adler email account to the Office of the Registrar. The Student Withdrawal Form is located on the Registrar page on Adler Connect. The student is responsible for understanding the potential academic and financial implications of withdrawing from the University. Forms missing information and the student's signature will be returned to the student. To withdraw in good standing, students must be in good academic standing at the time of withdrawal, have completed all requirements for courses and clinical work for which they are registered, and may not be subject to pending disciplinary or academic inquiries. "Withdrawal" is noted on the transcript.

If a student decides to withdraw from Adler University before the term starts or during the add/drop period, the student is required to log onto Student Planner and drop all their 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 after withdrawing in good standing must submit a new application for admission and, if admitted, must follow the policies, procedures, and program requirements at the time of the new admission. Students readmitted to Adler University may be eligible to receive up to 24 credits for coursework completed either at Adler or another institution.

Admission Policies and Procedures (Chicago)

- Acceptance of Admission
- Application Deadlines
- Application Process
- Changing or Adding Programs
- Deferring Admission
- Evaluation of Applicants
- International Applicants
- Readmission
- Students-at-Large / Non-degree Seeking
- Transfer Credit

Acceptance of Admission

Applicants who are admitted to the program will receive an official acceptance letter that indicates a deadline by which they must confirm their decision. To secure a place in the program, admitted applicants must accept their offer through the application portal and submit a non-refundable tuition deposit. The deposit amount is specified within the acceptance letter and will also be paid through the application portal by the stated deadline.

Application Deadlines

Priority Deadlines

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

Applicants seeking admission to the Psy.D. program should submit all application materials by the priority deadline of Feb. 15 for interviews to be scheduled and notification of acceptance to be completed by April 1. Those admitted must notify the Office of Admissions and submit their tuition deposit no later than April 15, indicating their intent to enroll 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 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 Available	Term of Entry
All Ph.D. programs	Dec. 1	Feb. 15	Fall
Psy.D. program	Nov. 15	Feb. 15	Fall
All M.A./M.S. programs	Feb. 1	April 1	Fall
Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling Online			Fall, Spring, and Summer
Certificates	Rolling Admissions		Spring and Fall

Application Process

Adler University welcomes an accomplished student body, bringing together individuals with varied backgrounds and perspectives. The admissions process is designed to identify candidates with strong academic achievements and a commitment to their chosen field. Prospective students are encouraged to review the admissions requirements for their specific program and connect with an admissions counselor for guidance. For those seeking financial support, a range of resources and options are available to assist with funding your education.

Applicants must submit the following:

- Adler University Application for Admission.
- Application fee (\$30). USD
- Statement of intent.
- Resume or curriculum vitae.

- Transcripts from all colleges or universities attended. Official transcripts are required from all degree-granting programs.
- Letters of recommendation and accompanying recommendation form.*

The GRE General Test is optional for applications to the Doctor of Psychology in Clinical Psychology program. Although the Psy.D. program at Adler does not require the GRE, it is considered as additional support for applications. Submitting GRE scores may be particularly useful for candidates who have recently been in settings other than academia or have experienced academic challenges.

*See minimum admission requirements for each program for specific program requirements around letters of recommendation.

Application for admission is completed online. Students submitting U.S. or Canadian transcripts should have official transcripts sent directly to the Office of Admissions. A transcript evaluation service must evaluate other international transcripts. Please email the Office of Admissions for specific transcript evaluation requirements.

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

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 must apply for admission as outlined in the current catalog's Application Process - Chicago Campus section. The application deadlines for doctoral applicants also apply to Adler University master's students 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.

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 sign their statement of acceptance, submit the appropriate tuition deposit, a \$500 non-refundable deferment fee, and a statement indicating why they would like to defer their admission to the Office of Admissions. Students who are approved to defer will be notified in writing and will be subject to:

- Program requirements in effect at the time of the new application.
- Forfeit their scholarship award and will not be eligible for scholarships the following year.

Students who defer but do not matriculate must reapply for admission as outlined in the current catalog Application Process - Chicago Campus section.

Evaluation of Applicants

The Admissions Committee will review completed applications. Approved applicants will be invited to interview with a member (or members) of the Adler University faculty.

Applicants are evaluated on many factors, including:

- Academic performance.
- Content and clarity of written and verbal communication.
- Strength of recommendations.
- Personal and professional presentation throughout the admission process.
- Community service interest and/or experience.
- Professional and/or prior work experience.
- Integrity, motivation, and personal ethics.

International Applicants

In addition to a completed application, all transcripts from outside of North America (including Mexico) must be evaluated on a course-by-course basis by a NACAC (National Association for College Admissions Counseling) approved service. Acceptable services include:

- SpanTran - SpanTran Pathway Adler University.
- One Earth Credential Evaluations.
- World Education Services (WES).
- Educational Credentialing Evaluators (ECE).

Please note, the University requires an official course-by-course international credential evaluation, but does not require official copies of the original transcripts.

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 accepted into a degree program at the University will be issued an I-20 upon receipt of their financial verification paperwork. Students should allow enough time to secure an F-1 student visa in their country for travel to the United States. The student is responsible for providing 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 Compliance and update their U.S. address. Homeland Security requires this information, and student I-20s cannot be updated until we receive this information.

International students must have their I-20s updated each year they attend Adler 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 less than full-time enrollment, the student can work with the Office of Compliance to obtain an exemption from the federal government.

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 and on-campus employment unless otherwise noted.

English Language Proficiency Assessment

Applicants whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English (PTE). 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 an English proficiency exam. Applicants should request that the testing service send language proficiency test scores directly to the University. These test results are valid for two years only.

TOEFL (ETS.ORG/TOEFL)

Adler University Chicago Campus's 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 score of 92.

IELTS (IELTS.ORG)

Applicants who take the IELTS must receive a minimum overall band score of 7.0.

PTE (PEARSONPTE.COM)

Applicants who take the PTE must receive an overall score of 66.

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 withdrawal date. Applications will be evaluated according to current admission requirements. If readmitted, applicants 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 Adler University following a withdrawal in good standing.

When previously withdrawn students are granted readmission to the University or when alums 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:

- The length of time that has passed since the coursework was originally completed.
- The grade earned in the course.
- The performance evaluation completed by the student's faculty adviser/supervisor.
- Curriculum changes which 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 each applicant's unique academic and training history 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.

Students-at-Large / Non-degree Seeking

Students who wish to take classes for personal pursuits unrelated 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 professional enrichment as long as they meet the minimum eligibility for admission. Graduate students in degree programs at other regionally accredited institutions are responsible for verifying whether Adler University courses will be transferred and accepted for credit with their home institutions.

SAL/NDS applicants must submit a completed application, non-refundable \$30 application fee, statement of intent, resume or curriculum vitae, and official transcripts from all degree-granting undergraduate and graduate schools attended. The Admissions Committee will review applications, and applicants will not be allowed to register until they have been approved for admission as SAL/NDS students.

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 Adler University Catalog.

Graduates of Adler University degree programs approved as SAL/NDS students may take up to 18 credits in one academic year. SAL/NDS students are not eligible for financial aid and may not enroll in courses 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 SAL/NDS students are limited to a total of nine credit hours of coursework, 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 classes until 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 a SAL/NDS student will not be required to pay an additional application fee. Still, they will be required to submit additional information as required to fully complete a degree program's application.

Transfer Credit

Students 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 involving reviewing previous academic work, including syllabi and grades earned. Adler University policy is 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:

- Transferred course credit is restricted to graduate-level courses from recognized and regionally accredited degree-granting institutions.
- The completed course matches 80% of the content of the course requirements.
- Number of credits earned for the completed course matches or exceeds the number of credit hours for the requested course.
- Transfer of credit is not granted for practicum or internship.

- 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.
- 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 doctoral programs. Students will be charged a transfer of credit fee for each course transferred in. Please reference the current fees and tuition schedule for the transfer credit fee information.

Financial Responsibility Policy (Chicago)

- Delinquent Account/Collection
- Payment of Fees/Promise to Pay

Delinquent Account/Collection

Financial Hold: Students understand and agree that if they fail to pay their student account bill or any monies due to Adler University by the scheduled due date, Adler University will place a financial hold on their student account, preventing them from registering for future classes, requesting transcripts, or receiving their diploma.

Late Payment Charge: Students understand and agree that if they fail to pay their student account bill or any monies due to Adler University by the scheduled due date, Adler University will assess late payment and/or finance charges at the rate of 2% per month on the past due portion of their student account.

Collection Agency Fees: Students understand and accept that if they fail to pay their student account bill or any monies due to Adler University by the scheduled due date and fail to make acceptable payment arrangements to bring their account current, Adler University may refer their delinquent account to a collection agency. Students further understand that if Adler University refers their student account balance to a third party for collection, a collection fee will be assessed and due in full at the time of the referral to the third party. The collection fee will be calculated at the maximum amount permitted by applicable law but not to exceed 30% of the amount outstanding of the past due balance. For purposes of this provision, the third party may be a debt collection company or an attorney. If a lawsuit is filed to recover an outstanding balance, students shall also be responsible for any costs associated with the lawsuit, such as court costs. Finally, students understand that their delinquent account may be reported to one or more of the national credit bureaus.

Payment of Fees/Promise to Pay

Students understand that when they register for any class at Adler University or receive any service from Adler University, they accept full responsibility to pay all tuition, fees, and other associated costs assessed as a result of their registration and/or receipt of services. Students further understand and agree that their registration and acceptance of these terms constitutes a promissory note agreement (i.e., a financial obligation in the form of an educational loan as defined by the U.S. Bankruptcy Code at 11 U.S.C. §523(a)(8)) in which Adler University is providing the students with educational services, deferring some or all of their payment obligation for those services. They promise to pay for all assessed tuition, fees, and other associated costs by the published or assigned due date).

Students understand and agree that if they drop or withdraw from some or all the classes for which they register, they will be responsible for paying all or a portion of tuition and fees in accordance with the published tuition refund schedule at Adler University.

Students have read the terms and conditions of the published tuition refund schedule and understand those terms are incorporated herein by reference. Students further understand that their failure to attend class or receive a bill does not absolve them of their financial responsibility as described above.

Programs of Study (Chicago)

Adler University is committed to serving students with diverse needs and interests through multiple degree options. Degree programs, certificates, emphases, and concentrations are offered in the following areas:

Chicago Campus

Doctor of Philosophy

Art Therapy, (Ph.D.)

Program Overview

The Adler University Doctor of Philosophy (Ph.D.) in Art Therapy stands as one of the few fully online doctoral programs in the field, offering experienced mental health professionals the opportunity to shape the future of art therapy while developing expertise in research, clinical supervision, and leadership.

Grounded in Adlerian principles, the Ph.D. program emphasizes social interest and the holistic well-being of individuals and systems. This foundation informs the 60-credit curriculum, which integrates art therapy with psychological and community frameworks.

Designed for mental health professionals seeking career growth, the program blends synchronous and asynchronous classes. All courses feature real-time sessions several times throughout the semester, while also offering the flexibility of self-paced study. This structure ensures direct engagement with peers and provides personalized mentorship from faculty, guiding students in producing meaningful, practice-informed work.

While there is no residency, clinical experience is integrated through a 700-hour internship in settings such as schools, mental health centers, and community organizations, offering hands-on learning. The program culminates in a doctoral dissertation, allowing students to contribute original research that advances the field and enhances the impact of art therapy.

Tailored for those with a master's degree in art therapy, clinical mental health, counseling, social work, psychology, or couple and family therapy, graduates master advanced research, clinical leadership, and the application of therapeutic practices at the systemic level. They are equipped to lead innovative interventions in academic institutions, health care systems, community organizations, and private practice.

The 60-credit Ph.D. program - 45 credits are core courses and electives, nine of dissertation, and six for internships - is designed to be completed in three years full-time, with part-time options available. Courses blend real-time, synchronous sessions with asynchronous learning, allowing students to engage directly with faculty and peers several times each semester while maintaining the flexibility of online study. Live sessions take place only on Mondays and Tuesdays, supporting a healthy work-life balance.

- **Year 1:** Coursework focused on a strong academic foundation.
- **Year 2:** Continued coursework plus a Ph.D. in Art Therapy Internship.

- **Year 3:** Three semesters dedicated to independent dissertation work with regular mentorship from an advisor and dissertation chair.

Program requirements include:

- Completion of Social Justice Practicum I and II (two credits) for non-Adler University graduates.
- Completion of core courses and electives (45 credits).
- Completion of Internship and Seminar I, II, and III (six credits).
- Passage of the Ph.DAT Comprehensive Examination.
- Completion of Dissertation I, II, and III (nine credit hours).

Program Learning Outcomes

The Ph.D. in Art Therapy learning outcomes were developed based on the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy (ACATE) and by also considering national education standards, the mission of the program, and the mission and institutional learning outcomes at Adler University.

Program Learning Outcome 1: Demonstrate an ability to lead in the field of clinical art therapy as researchers, educators, and clinical supervisors in relation to social justice.

Program Learning Outcome 2: Implement a variety of theories and models relevant to clinical art therapy that focus on characteristics of community-based settings.

Program Learning Outcome 3: Evaluate theories from multiple perspectives, their relation to the fundamental, historical, and cultural structures of clinical art therapy, and how these theories serve diverse populations.

Program Learning Outcome 4: Develop curriculum and teaching modules using clinical art therapy-based practices to effectively educate and train clinical art therapists.

Program Learning Outcome 5: Examine the leadership role of clinical art therapists as advocates in social and political climates to initiate change and impact diverse factors, including client welfare, treatment, and ethical interventions and strategies.

Program Learning Outcome 6: Demonstrate an aptitude in assessment and evaluation and evidence-informed practices in the major areas within clinical art therapy, social justice advocacy, teaching, and supervision.

Program Learning Outcome 7: Integrate Adlerian principles, Adlerian art therapy principles, and social justice advocacy in a community-based, collaborative learning culture with a strong focus on social justice pedagogy approaches in areas of clinical art therapy and social justice advocacy as researchers, scholars, and educators in teaching; and in clinical supervision settings, to create complementary and integrative health care approaches with the ability to collaborate with those from other professions to reform structures and systems that adversely affect well-being.

Program Learning Outcome 8: Implement art therapy's commitment to socially responsible practice and adherence to ethical standards and codes of conduct, as well as governing authorities.

Program Learning Outcome 9: Employ multicultural competencies and awareness of intersectionality in the practice of clinical art therapy.

Program Learning Outcome 10: Cultivate a scholarly identity through research and practice that actively contributes to the body of work within clinical art therapy and the body of work within general mental health professions through scholarly publications and professional presentations.

Licensure and Credentials

The program aims to provide advanced training for provisional or registered or registered board-certified art therapists, expressive arts therapists, creative arts therapists, licensed counselors or mental health professionals, social workers, couple and family therapists, or a related field, who already have, or are eligible for, master's-level licensure in Illinois or other states.

Although the goal of the program is not the preparation of its students for counselor licensure that only requires a master's degree, students without a counseling license may be able to attain such a credential through this 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. in Art Therapy program.
- If students come 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 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 faculty advisor to see what additional courses, clinical practicum, and internship hours are needed.

After completing graduate studies and 1,000 hours of supervised clinical art therapy practice, a graduate may apply for art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). ATR requires 1,000 hours of clinical art therapy (direct client contact), including at least 100 hours of supervision, or at least one hour of supervision for every 10 hours of direct client contact. A minimum of 500 hours of this work experience needs to be supervised by a credentialed art therapist. Up to 500 hours may be supervised by a clinical supervisor who is credentialed in a related field (e.g., social worker, counselor, or psychologist). After an art therapist is awarded an ATR, they may work to complete additional requirements 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 ATCB.

Immediately upon graduation from this program, a graduate may apply to take the Illinois Licensed Professional Counselor (LPC) examination and The National Certified Counselor (NCC) credential, as well as sit for the National Counselor Examination (NCE) upon graduation.

Program-Specific Admission Requirements

In addition to the admission requirements common to all of the Adler graduate programs, applicants to this program are required to have:

- A master's degree, by the date of matriculation, in art therapy or a related discipline from a regionally accredited U.S. institution or a related field from an international institution.
- Applicants who did not graduate from Adler University's Master of Arts in Counseling: Art Therapy program or an equivalent program will be required to complete the equivalency requirements in addition to the doctoral curriculum.
- Proof of registration as an art therapist or 18 hours of studio credit hours.
- A cumulative grade point average (GPA) of 3.0 or higher (on a 4.0 scale) in applicant's graduate degree program.
- Two letters of recommendation from individuals who can speak to the applicant's likelihood of success in a doctoral program.

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.

Program Prerequisites

Applicants who did not graduate from Adler University's Master of Arts in Counseling: Art Therapy or an equivalent program will be assessed to determine whether they have adequate coursework in the following master's-level course

areas, with a letter grade of B or better, and whether they need to complete additional master's-level courses prior to beginning the doctoral program. Applicants are expected to have adequate coursework in the following areas.

Application Requirements

- Application for admission
- Statement of Intent (2-3 pages, double-spaced) answering the following questions:
 - Why are you interested in your chosen field and program?
 - Why is Adler University's program a good fit for you?
 - Adler University mission is based on social justice. Share your perspective of social justice.
 - What are your career goals and interests?
- Proof of registration as an art therapist or 18 hours of studio credit
- Two letters of recommendation
- Interview with a faculty member
- Official valid transcripts from all undergraduate and graduate schools attended (U.S and Canada)
 - Please have official transcripts sent directly to the Office of Admissions
 - Unofficial transcripts may be accepted for any schools in which a degree was not received
 - International transcripts must be evaluated by a transcript evaluation service

Applicants who are graduates in good standing from Adler University's Master of Arts in Counseling: Art Therapy program may have one letter of recommendation and/or interview waived. Approved applicants will be invited to complete an interview with faculty.

Transfer Credits

Students accepted for admission may be granted transfer credit for graduate-level courses previously taken at another accredited institution. A maximum of nine credit hours may be transferred into the Ph.D. program. Hence, a minimum of 51 credit hours must be satisfied through courses offered by Adler University for the Ph.D. in Art Therapy program, including the comprehensive examination and dissertation courses.

Internship

The Ph.D. in Art Therapy internship experience is designed to provide students a forum to enrich their professional portfolios and strengthen their career possibilities and potentials as expert clinicians able to practice within a focus of their choice, engage in research activities, enrich their professional portfolios, and strengthen their career possibilities as researchers, educators, clinical supervisors, and socially responsible practitioners. This will also offer opportunities to consult with professional colleagues, develop effective working relationships, and build awareness of clinical art therapy. Students will work with their faculty advisor to tailor their individual internship experiences to enhance their professional goals. As a result, students will be responsible for developing their internship training sites and opportunities with assistance and support from their faculty advisor.

The doctoral internship and seminar provide the foundation for the dissertation and the development of the student's advanced clinical theory. Students are responsible for developing a 700-hour internship in consultation with core faculty and their faculty advisor. They will be encouraged to tailor their individual experiences in a manner that best enhances their unique professional goals. The 700 hours will span the doctoral internship and additional hours for Seminar I, II, and III. All students need to complete the 700-hour internship and seminar, which builds skills through some combination of research, education, administration, clinical supervision, and leadership.

Social Justice Practicum

Students who did not have a Social Justice Practicum in their master's degree program before their admission to the Ph.D. in Art Therapy program are expected to complete 200 hours of internship in the area of community services, leadership, or advocacy in the Social Justice Practicum I and II.

Comprehensive Examination

Each student must take and pass a written comprehensive essay examination prior to candidacy for the doctoral degree. The exam assesses competence in the core areas: clinical art therapy, research, leadership and advocacy, clinical supervision, and teaching. The comprehensive examination typically takes place in the summer semester every year. Passing the comprehensive examination is one of several prerequisites to initiating dissertation coursework. Students must have completed the Ph.D. in Art Therapy core courses except for internship hours and some possible elective courses and have a GPA of 3.5 or higher to be eligible to take the comprehensive examination. Students must inform their faculty advisor of their intent to take the examination by the end of February, prior to the summer in which the comprehensive examination takes place. The entire comprehensive examination must be completed during the semester in which it begins. For further details regarding the comprehensive examination, refer to the Ph.D. in Art Therapy Doctoral Handbook.

The comprehensive examination is composed of two parts. Part one focuses on the integration of theories and practice in the areas of leadership in the field of clinical art therapy, research, leadership and advocacy, clinical supervision, and teaching. Responses to the questions are to be completed within designated time periods. Part two focuses on a question related to the student's special interest area and is jointly developed by the student and advisor. Part two is to be completed within a designated period. Students must pass the candidacy examination before enrolling in dissertation hours and related courses.

Ph.D. in Art Therapy Dissertation

Doctoral candidates are expected to apply one or more major research models or theories to conduct a research project in a dissertation format. The research needs to be used to add knowledge, preferences, and evidence to their art therapy research dissertation and draw on quantitative, qualitative, mixed methods, emergent, or art-based methodologies. Research will be expected to make an original contribution to the field that demonstrates program competencies that include leadership in the field of art therapy, research, education, and clinical supervision.

Graduation Requirements

1. Satisfactory completion of all core courses (39 credit hours) and electives (six credit hours).
2. Satisfactory completion of 700 internship hours at an approved internship site.
3. A cumulative GPA of 3.0 or higher.
4. Successful completion of the Ph.D. in Art Therapy Comprehensive Examination.
5. Successful completion of a doctoral dissertation and oral defense.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.
7. Satisfactory completion of Social Justice Practicum I and II.

Course Areas and Equivalent Courses at Adler

Human Growth and Development

MACAT 650 - Lifespan Development in Art Therapy, Counseling, and Psychotherapy

3

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.

Counseling Theory

MACAT 525 - Historical and Theoretical Perspectives In Art Therapy, Counseling, & Psychotherapy

3

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.

Counseling Techniques

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

3

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.

MACAT 523 - Basic Skills for Psychotherapy and the Use of Art Therapy

3

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.

MACAT 654 - Neuroscience in Art Therapy, Counseling, And Psychotherapy: Special Populations

3

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.

Group Dynamics, Processing, and Counseling

MACAT 527 - Use of Art Therapy in Group Psychotherapy and Psychopathology

3

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.

Appraisal of Individuals

MACAT 526 - Assessment and Appraisal in Art Therapy, Counseling, and Psychotherapy

3

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.

Research and Evaluation

MACAT 524 - Research Methods in Art Therapy, Counseling, and Psychotherapy

3

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.

Professional, Legal, and Ethical

MACAT 515 - Professional Development, Issues, And Ethics, in Art Therapy, Counseling And Psychotherapy

3

This course is designed to provide students with a solid foundation for the ethical practice of art therapy and of counseling. Students will learn codes of ethics of the American Art Therapy Association (including the Art Therapy Credentials Board) and the American Counseling Association. Students will learn to apply ethical and professional decision making skills to current issues in art therapy and counseling. An overview of concepts and theories of social justice as applied to decision-making in art therapy and in counseling will be presented. This course provides a foundation for the ethical practice of professional counseling. It introduces students to the history of the counseling profession as well as professional roles (practitioner, supervisor, educator, etc.) and its professional organizations. The American Counseling Association (ACA) Code of Ethics (and ethical standards of its divisions) will be examined and applied to a variety of ethical and legal situations using a variety of ethical decision-making models.

Social and Cultural Foundations

MACAT 651 - Socio-Cultural and Multi-Cultural Approaches in Art Therapy, Counseling, And Psychotherapy

3

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.

Lifestyles and Career Development

MACAT 521 - Lifestyle and Career Development

3

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.

Substance Abuse

MACAT 520 - Introduction to Addictive Disorders

3

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 historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

Maladaptive Behavior and Psychopathology

MACAT 522 - Biopsychosocial Bases of Health and Dysfunction for Counselors

3

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.

MACAT 518 - Advanced Counseling Methods And Adlerian Psychology and Psychopathology

3

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.

Family Dynamics

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

3

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 environmental 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.

MACAT 519 - Adlerian Theories and Integrative Interventions for Families, Parents, and Teachers

2

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.

Prerequisites: Student must complete MACAT-518 MAT-518 MAT-402 or PCO-402 prior to registering for this course.

Clinical Practicum/Internship

MACAT 667 - Practicum Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision I

2

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 in relation to clients' characteristics in case conceptualization, and treatment planning. Practicum seminar also provides peer support and consultation.

Prerequisites: Student must complete MACAT-510 or MAT-510, MACAT-523 or MAT-523, MACAT-525 or MAT-525, MACAT-526 or MAT-526, MACAT-527 or MAT-527, MACAT-518 or MAT-518 and MACAT-650 or MAT-650 prior to registering for this course.

MACAT 668 - Internship Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision II

2

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.

Prerequisites: Student must complete MACAT-667 or MAT-667 prior to registering for this course.

MACAT 669 - Internship Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision III

1

If students wish to earn extra practicum hours, or if they are not yet finished with their practicum experience, they may choose to register for PCO-610: Practicum Continued or MAT-679: Practicum in Art Therapy III. If no ATR is on site, they will need to register for MAT 669: Practicum Seminar in Art Therapy Continued. Along with the field experience, students receive supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. Using a peer consultation model, the practicum seminar provides discussion of professional issues, clinical art therapy practice, and onsite practicum supervision experiences. Class participants discuss specific clinical cases with attention to the principles of art therapy practice, counseling skills, assessment, and intervention. The focus is on the development of knowledge, skills, and values essential to competent and ethical art therapy and counseling practice. Students are further oriented to the principles of development, management, and evaluation of programs and service delivery formats with reference to public mental health policies, financing, and regulatory processes. In addition, students learn about models of supervision and consultation, and the operation and management of risk and emergency systems within clinical mental health agencies and in the community. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems, and 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 their mental health. In addition, ethical and professional issues that affect the practice of art therapists and mental health counselors are discussed. Practicum seminar also provides peer support and consultation, as well as professional development. Students demonstrate competencies that enable them to be clinically and culturally

competent, ethical, and socially responsible entry-level practitioners. Art experientials enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to further develop and enhance their skills for employment in the field of art therapy and counseling.

Prerequisites: Student must complete MACAT-668 or MAT-668 prior to registering for this course.

MACAT 677 - Practicum in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision I

1

This clinical practicum in an approved agency or institution requires 700 hours onsite, with at least 350 hours in direct client contact.

Prerequisites: Student must complete MACAT-510 or MAT-510, MACAT-523 or MAT-523, MACAT-525 or MAT-525, MACAT-526 or MAT-526, MACAT-527 or MAT-527, MACAT-518 or MAT-518, and MACAT-650 or MAT-650 prior to registering for this course.

MACAT 678 - Practicum Art Therapy, Counseling and Psychotherapy:

1

This clinical practicum in an approved agency or institution requires 700 hours onsite, with at least 350 hours in direct client contact.

Prerequisites: Student must complete MACAT-677 or MAT-677 prior to registering for this course.

MACAT 679 - Internship in Art Therapy, Counseling, Practicum in Art Therapy, Counseling, Supervision III

1

Students should register for this course only after they have registered for and completed all clinical training degree-related requirements, but still have significant remaining hours to complete in order to satisfy licensure requirements in their desired state of licensure. Approval of Department Chair is required for registration. This semester-long clinical practicum is designed for those expecting to be at their practicum site completing hours for more than four weeks into the summer term.

Prerequisites: Student must complete MACAT-678 or MAT-678 prior to registering for this course.

- Clinical Training: Practicum/Internship (minimum of 700 hours)

Degree Requirements

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social

justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

PHDAT 820 - Professional Orientation I

2

This course will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission and an orientation to the fields of art, art therapy, clinical supervision, education, advocacy, and art therapy research, informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility.

PHDAT 822 - Advanced Philosophy of Art I

3

In this course, students will learn to think philosophically about human creativity symbol, image, and metaphor and the role of the arts for the advanced practice of art therapy. Historical and western perspectives of arts-relevant philosophies will be examined in relationship to the role of aesthetics in service of alleviating human suffering. Students will learn to discern, illuminate and make transparent the inherent biases in predominantly western philosophies informing current art-based approaches in therapy. Phenomenology, as a philosophy and methodology deeply linked with the arts therapies, will inform lectures, reflections and assignments.

PHDAT 824 - Community Engagement & Socially Responsible Leadership

3

Integrating the Adlerian foundation of community engagement into current approaches to leadership will help the student gain skills in best practices in art therapy research, education, clinical supervision, program development and social advocacy. Students will explore what it means to be an ethical leader, identify leadership strategies and values, and investigate the role of art within the interplay of personal, collective and cultural structures to shape work with communities and build a capacity for creative action. This inclusive course will use art-related and other texts to explore a wide array of views, including theoretical models, both mainstream and marginal, along with eco-psychological approaches. This course also focuses on strengthening a deeper awareness of intersectionality and mechanisms of exclusion. This course may also provide interested students with a cultural experience within a local community, national or international experience. Such experiences engage the student as they acquire knowledge, skills, and values related to individual and group diversity by contributing to the integration, transformation, and application of knowledge of the profession. This course may require additional costs including travel, living arrangements, and personal expenses. Students will explore the course topics as they develop professional skills for research, writing, and presentations.

PHDAT 827 - Neurodiversity & Neuroaesthetics

3

This course will examine individual differences, primarily through the lenses of neuroscience, neuroaesthetics, and evolutionary psychology. The role of art and art-making in enhancing individual strengths will be a primary focus. Literature addressing how a range of neurodiverse conditions are viewed cross-culturally and how culture impacts labels and the utilization of services will be introduced, in support of socially responsible practice. In addition to integrating a broad understanding of neuroscience, neuroaesthetics, and evolutionary psychology foundations, students will explore a particular area of study pertinent to their chosen career path and interest to expand their knowledge base as researchers, educators, clinical supervisors, and socially responsible practitioners. This course will include in depth art therapy experientials that relate to the functions of the brain and consider the impact of such approaches within the profession.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

PHDAT 821 - Professional Orientation II

2

This course will continue to provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission and an orientation to the fields of art, art therapy, clinical supervision, education, advocacy, and art therapy research, informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility.

PHDAT 823 - Advanced Philosophy of Art II

3

This course provides a continued exploration of art philosophy/aesthetics, focusing on Eastern, interdisciplinary

approaches, and contemporary thinking such as eco-aesthetics. Students will gain an understanding of and appreciation for philosophies of art as these philosophies relate to current practices in the field of art therapy, particularly as they influence practices in clinical supervision, education and research. Through critical discourse with selected contemporary and culturally diverse philosophical texts, including indigenous conceptualizations and feminist aesthetics, students will examine resonance and congruence with their advanced professional goals. Students will engage in discussions and art-making to facilitate reflection on their own experiences, values and emerging personal philosophy of art.

PHDAT 826 - Qualitative and Emergent Research Methods in Art Therapy

3

This course will survey major qualitative research methodologies with an emphasis on ethical and socially responsible research practices. The course will include critical reviews of major qualitative methods, such as phenomenology, case studies, ethnographic and heuristic research designs. Students will critically review literature, practice elements of research design development, select variables and participants for study, and be introduced to qualitative data analysis software, such as Atlas-ti. Students will be introduced to emergent research methods in qualitative applications, as responsive and adaptive approaches to challenging and changing conditions in research practice. The students will develop elements of emergent research processes to address socially meaningful questions, such as Indigenous methods, visual ethnography, and methodology of the oppressed and community health practices. Skills taught in this course align with the American Art Therapy Association (AATA) and (for the Chicago campus) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and any other pertinent professional accrediting bodies.

PHDAT 825 - Professional Identity & Advanced Ethics

3

This course focuses on how the Ethical Principles for Art Therapists set forth by the American Art Therapy Association (AATA), the Art Therapy Credentials Board (ATCB), and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) promote and maintain the standards of Art Therapy. Emphasis will be placed on understanding how these organizations align with the protection of individuals while engaging in social advocacy as well as the role that Institutional Review Boards have in protecting the public. Attention will be given to developing leadership in supervisory capacities as well as resolving ethical dilemmas using ethical decision making models, all of which align with the legal guidelines that formulate social justice work.

PHDAT 828 - Quantitative Research Methods and Art Therapy

3

This course focuses on best practices in quantitative research and the application of both descriptive and inferential statistical analysis with a focus on art therapy. The course will include a critical review of current research, including design limitations and recommendations for improvement. Students will gain an in depth understanding of how quantitative research designs can be applied to program evaluation and education. The course will explore various survey techniques as well as correlational and experimental designs and mixed methods approaches to advance knowledge in the field of art therapy. Students will acquire a conceptual understanding of informed consent, ethical data analysis and management, logistics of data collection and entry, and the use of statistical analytical methods. Students will develop a quantitative research design congruent with their current philosophy of art.

PHDAT 829 - Clinical Supervision and Consultation

3

This course will give students an opportunity to research models and theories informing consultation and clinical supervision, including art-based supervision, in a variety of settings. A review of all dimensions of supervision will include the supervisory contract, the supervisory relationship and issues related to countertransference, diversity, gender, and power differentials. The student will learn how to structure supervision using a variety of modalities. Students will apply learning from experiential labs to develop and advance their supervisory skills. The course will consider ethical dilemmas and legal issues pertinent to supervision. A discussion of ethical considerations will include caveats regarding the introduction of art activities in supervision with non-art-based supervisees. All models, methods and techniques will be examined within the context of leadership, and of ethical and innovative practices. Students will examine diverse conceptualizations of supervision and consultation and develop nuanced discernment skills related to professional standards and socially responsible practice. Application of ideas and supervision practices with diverse supervisee populations will be explored.

PHDAT 830 - Foundations in Thanatology in Art Therapy

3

This course focuses on the foundational principles, applications and cultural expressions within the field of thanatology. Topics to be examined include personal and societal attitudes towards death, dying, grief, bereavement, and loss as well as different models of grief. Students will also learn about social and psychological implications relating to suicide, genocide, disasters, violence, and traumatic death. Other topics include how public policy affects health care for both the dying and their caregiver support. This course will also explore secular and religious attitudes as well as multicultural death rituals and ceremonies. Students will reflect upon course material by drawing upon art-based media.

- Elective I: Consult with Faculty Advisor (see list of electives)

PHDAT 831 - Art Therapy Pedagogy and Art Based Research

3

This class explores the teaching and learning approaches to cultural and clinical mental health education, application, and practice through the exploration of epistemologies of justified beliefs and the rationale of different knowledge claims as they relate to Intersectionality in regards to race, ethnicity, language, spirituality, religion, values, beliefs, abilities, class, sexuality, gender and marginalized populations. It also incorporates complementary and integrative clinical healthcare practices, advanced research, and advanced art therapy approaches to prepare students as stewards and scholars of the profession in order to successfully practice in a world in which understanding of individual and cultural diversity is essential for peace and progress. This course supports and fosters a community-based, collaborative, and supportive learning culture focused on social justice pedagogical approaches through the integration of Adlerian principles and Adlerian Art Therapy principles, as well as creates collaborative, integrative healthcare approaches with individuals from various professions. This course will help foster a deeper understanding of art-based methodological tools across research elements of data collection, analysis, interpretation, and representation and focus on the arts not merely as subject, but also as the primary mode of research design. Students will integrate the invisible and intangible aspects of human experience and its expression with research tools and theory and develop skills to further the advancement of the fields of art-based research and art therapy. Utilizing engaged and holistic art-based research practices, such as writing, visual art, music, film, and other media, students will learn to aesthetically and critically reflect on human experience, to understand and articulate their culturally informed research bias and social-justice-related values, and to develop art-based research designs congruent with a philosophy of art. Skills taught in this course align with the American Art Therapy Association (AATA) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and any other pertinent professional accrediting bodies

- Elective II: Consult with Faculty Advisor (see list of electives)

- Elective III: Consult with Faculty Advisor (see list of electives)

PHDAT 832 - Applied Statistics in Research and Art Therapy

3

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 appropriate statistical methods to specific research questions. Students will be expected to have a good working knowledge of the use of SPSS and other statistical data analysis programs and must be able to convey basic knowledge of these systems to students and supervisees. Knowledge of statistics will be applied to needs assessment and program evaluation to enable high level decision making with regard to treatment interventions and program development efforts. The ethical and socially responsible applicability of skills and approaches to the dissertation and to the practice of art therapy will be emphasized.

PHDAT 850 - Doctoral Internship & Seminar I

2

The Doctoral Internship & Seminar will provide students with a field experience designed to apply socially responsible practice within a focus of their choice, to engage in research activities, to enrich their professional portfolios and to strengthen their career possibilities as researchers, clinical supervisors, and educators. This course will also offer opportunities to consult with professional colleagues, to develop effective working relationships and to build awareness of clinical art therapy. The Doctoral Internship & Seminar provides the foundation for the dissertation and the development of the student's advanced clinical theory. Students are responsible for developing a 700 hour internship, in consultation with a core faculty and advisor and will be encouraged to tailor their individual experiences in a manner that best enhances their unique professional goals. The 700 total hours will span Doctoral Internship & Seminar I, II, and III. The course serves as a peer consultation group in which students learn to present information in a standard format to question and analyze their work and to function as peer consultants to their colleagues. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences in research, teaching, clinical supervision, and/or social action. A credentialed clinical art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in art therapy with their internship experiences. Students will be introduced to Adlerian concepts and asked to consider how Adlerian art therapy relates to their experiences in their internship.

- Elective IV: Consult with Faculty Advisor (see list of electives)

PHDAT 851 - Doctoral Internship & Seminar II

2

This is a continuation of the Doctoral Internship & Seminar experience toward the goal of completing the 700 hour requirement. This course focuses on the implementation of the student's dissertation proposal developed and approved in Dissertation I. The student will engage in in-depth scholarship and research on an important issue in the field of art therapy. The research is student-directed and conducted in consultation with a doctoral committee and advisor on a topic of quantitative, qualitative, or art-based study relevant to the theory and practice of art therapy. The Doctoral Internship & Seminar will provide students with a field experience designed to enrich their professional portfolios and to strengthen their career possibilities as expert clinical supervisors, educators, researchers, and social activists. This course will also offer opportunities to consult with professional colleagues, to develop effective working relationships, and to build leadership in the field of clinical art therapy.

PHDAT 900 - PhDAT Comprehensive Evaluation

0

The Comprehensive Examination is a milestone experience allowing faculty to evaluate student's readiness for dissertation. It provides an opportunity for students to demonstrate their theoretical and clinical competency in the field and across the Student Learning Outcomes (SLOs) specifically identified for the degree. The research component of the comprehensive exam additionally helps students progress in their completion of the dissertation. The comprehensive exam is comprised of two parts. Part one focuses on the integration of theories and practice in the field of Art Therapy, as researchers, educators, clinical supervisors, and leaders. Responses to the questions are to be completed within a designated time periods. Part two focuses on a question related to the student's special interest area and is jointly developed by the student and advisor and is to be completed within a designated time period. Students are given the opportunity to synthesize the advanced curricular areas and demonstrate mastery in their area(s) of expertise. Additionally, the exam assesses students' integration of their knowledge with their clinical experience into a unified, coherent model. Students are expected to demonstrate advanced professional skills in presentation, academic writing, clinical practice, professional ethics and legal issues, and research methodology, and are evaluated accordingly under each of the Student Learning Outcomes. Students must pass the Comprehensive Examination prior to Dissertation I and Proposal.

Prerequisites: Students must complete PHDAT-820, PHDAT-821, PHDAT-822, PHDAT-823, PHDAT-824, PHDAT-825, PHDAT-826, PHDAT-827, PHDAT-828, PHDAT-829, PHDAT-830, PHDAT-831, PHDAT-832, and PHDAT-850 prior to registering for this course.

PHDAT 852 - Doctoral Internship & Seminar III

2

Doctoral Internship & Seminar III is a continuation of the Doctoral Internship & Seminar III and covers advanced intensive experience congruent with the student's professional goals and the completion of the 700 hour requirement. The student will engage in in-depth scholarship and research on an important issue in the field of art therapy. The research is student-directed conducted in consultation with a doctoral committee and advisor on a topic of study relevant to the theory and practice of art therapy. Doctoral Internship & Seminar III continues to provide students with a field experience designed to enrich their professional portfolios and to strengthen their career possibilities as expert clinical supervisors, educators, researchers, leaders, and social activists. This course will also offer opportunities to consult with professional colleagues, to develop effective working relationships, and to build awareness of clinical art therapy.

Prerequisites: Student must complete PHDAT-851 prior to registering for this course.

PHDAT 901 - Dissertation I

3

The doctoral dissertation is designed to contribute to a student's knowledge, skills, and values in scholarship and its importance to the practice of clinical art therapy. The student will engage in in-depth scholarship and research on an important issue in the field of art therapy. The research is student-directed conducted in consultation with a doctoral committee and advisor on a topic of study relevant to the theory and the profession. Dissertations should span a broad range of interests and methodologies within the field of art therapy. The dissertation provides students with the opportunity to engage in in-depth scholarship on an important issue in the field; it provides students the venue to demonstrate their skills in advanced research. Doctoral candidates are strongly encouraged in their dissertation research to utilize an art based and/or other emergent methodology/paradigm. Research will be expected to make an original contribution to the field that demonstrates the candidate's mastery in a chosen specialization grounded in the candidate's own interest and talents. The dissertation is a student-directed research project conducted in consultation with a doctoral committee on a topic of quantitative or qualitative study relevant to the theory and practice of art therapy. The dissertation demonstrates an integration of science, practice, critical thinking skills, ethical and cultural awareness required for a socially responsible practitioner in the field of art therapy. Doctoral candidates will work on the

dissertation for three consecutive semesters. This course will focus on the completion of the dissertation proposal. Students are unable to enroll in further dissertation courses until the proposal is completed and accepted. Dissertations must represent substantial research that contributes to the field, including a comprehensive discussion of implications for the field. Preparation and completion of the dissertation proposal, including the first three chapters: introduction, literature review, and methodology are required. Once this proposal document has been deemed ready by the dissertation chair for review, the student will submit the document to the entire committee for formal review. The doctoral student will defend the proposal in an oral presentation to the dissertation committee. With the approval of the committee, the student may then register for Dissertation II. 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 Dissertation I until the proposal has been successfully defended.

Prerequisites: Students must complete PHDAT-820, PHDAT-821, PHDAT-822, PHDAT-823, PHDAT-824, PHDAT-825, PHDAT-826, PHDAT-827, PHDAT-828, PHDAT-829, PHDAT-830, PHDAT-831, PHDAT-832, PHDAT-850, PHDAT-851, PHDAT-900 prior to registering for this course.

Year 3 Spring Term (3 credits)

PHDAT 902 - Dissertation II

3

Students will submit their study for review by Adler University's Institutional Review Board. Completion of this phase is the goal of Internship I. Once IRB approval has been granted, the student will 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 Doctoral Internship & Seminar II. Students are also required to have attended at least one dissertation defense prior to the completion of the program. This course focuses on the implementation of the student's dissertation proposal developed and approved in Dissertation I. The student will engage in in-depth scholarship and research on an important issue in the field of art therapy. The research is student-directed conducted in consultation with a doctoral committee and advisor on a topic of study relevant to the theory and practice of art therapy.

Prerequisites: Students must complete PHDAT-820, PHDAT-821, PHDAT-822, PHDAT-823, PHDAT-824, PHDAT-825, PHDAT-826, PHDAT-827, PHDAT-828, PHDAT-829, PHDAT-830, PHDAT-831, PHDAT-832, PHDAT-850, PHDAT-851, PHDAT-852, PHDAT-900, and PHDAT-901, prior to registering for this course.

PHDAT 903 - Dissertation III

3

Once students have received IRB approval, they may enroll in the Dissertation III. 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 Dissertation III. This course will focus on preparation for the final Oral Defense of the student's dissertation. This course will ensure that all research is completed, has been passed by the readers, and is of publishable quality. The dissertation and oral defense will demonstrate the student's integration of science, practice, critical thinking skills, ethical and cultural awareness required for a socially responsible practitioner in the field of art therapy. Students will complete a scholarly paper of publishable quality in accordance with Adler University guidelines and guidelines of relevant professional associations.

Prerequisites: Students must complete PHDAT-820, PHDAT-821, PHDAT-822, PHDAT-823, PHDAT-824, PHDAT-

825, PHDAT-826, PHDAT-827, PHDAT-828, PHDAT-829, PHDAT-830, PHDAT-831, PHDAT-832, PHDAT-850, PHDAT-851, PHDAT-852, PHDAT-900, PHDAT-901, and PHDAT-902 prior to registering for this course.

Elective Choices for the Ph.D. in Art Therapy Program

Students choose four of the five elective course offerings with approval from their faculty advisor.

PHDAT 833.1 - Advanced Intermodal Application to Art Therapy

2

This course serves the purpose of bringing a special focus to areas of concern to leaders in the field of art therapy not fully addressed in other core courses. This Special Topics?course, "Advanced Intermodal Applications to Art Therapy" further explores the discipline of intermodal expressive arts therapy, including philosophical underpinnings, major thinkers and authors in the field, and practical approaches. Students will be required to practice and videotape demonstrations of intermodal transfer, crystallization, the high sensitivity/low skill principle and de-centering. The expressive therapies continuum (ETC) will also be explored as it relates to intermodal work. A personal philosophy of intermodal expressive arts therapy practice will be articulated as an outcome of the class.

PHDAT 833.2 - Special Topics Art Therapy: Archetypal Art Therapy

2

This course serves the purpose of bringing a special focus to areas of concern to leaders in the field of art therapy not fully addressed in other core courses. This Special Topics?course "Archetypal Art Therapy" invites the learner to take a deep look into the importance of aligning professional practice with a theoretical orientation that fits one's personality, philosophy and working style and, with even more specificity, examining archetypal art therapy orientation; that is, one that is grounded in the theories of Carl Jung and even more in the writings of the neo-Jungian James Hillman. Readings and discussions will explore how to develop a theoretical orientation, evaluating the theoretical underpinnings of archetypal art therapy, analyzing implications for practice, and integrating contemporary writings on culture, intersectionality and race. Special emphasis will be placed on creating opportunities to support other students and supervisees in developing a theoretical orientation of their own while also exploring how an archetypal art therapist uses theory in the practice of responsibilities related to education, clinical supervision and leadership.

PHDAT 833.3 - Special Topics At: Military Members, Veterans, and Their Families

2

This course focuses on the utilization, application, and cultural expressions within art therapy, mental health and wellness services for military members, veterans, and their families. This approach also includes Adlerian art therapy and Adlerian theoretical approaches to researching and discussing military experiences from the perspectives of social justice, cultural and spiritual competencies, advocacy, community activism and engagement. The course examines the role of art therapy and other creative expressions such as writing, poetry, storytelling, as well as somatic engagement practices through the use of movement, yoga, exercise, meditation, mindfulness, improvisation, and play. This course uses films, art galleries, museums, virtual art venues, and performances as healing agents. Emphasis is on the conceptual differences and clinical applications of Moral Injury, Trauma and Stressor-Related Disorders, attempted suicide, suicidal ideation, non suicidal self injurious behavior, and their impact on physical and social-emotional healing. Marriage, couples/partnerships and parenthood/LGBTQIA+ and Transgender populations within the military are explored within this course. Military law, culture, and hierarchy are discussed as they relate to the return of civilian life and family re-integration. This course also includes the application of supervision within the context of ethical and professional standards, leadership, innovative and transcultural practices within a socially responsible practice.

PHDAT 833.4 - Special Topics in Art Therapy: Supervision and Therapeutic Aesthetics

2

This course explores the aesthetic qualities of various art forms as it relates to the clinician/mental health practitioner/art therapist supervisor and their supervisees. This course examines aesthetics from a therapeutic lens in a supervisory practice with clinicians who work with all populations: individuals, in groups, couples, families, children, peer group consultation, and supervision. Aesthetics is explored beyond the typical analysis of art categories, genres, and historical components to a viewers' experience. Art, beauty, and meaning making is discussed as it relates to personal experiences in real and virtual encounters in museums, galleries, sculpture parks, community centers, video installations, performances, and concerts. Creating a strong personal interaction with an art form and a deeper union with themes, materials, content and structure of artworks and aesthetic responses expand upon sensory awareness, personal insight and openness as a state of being. With a deeper understanding of the personal and professional self, this expands and enriches the supervisory relationship, supervisee's clinical skills, capacity for problem solving, self-healing, deeper self-awareness, insight, and personal and professional growth that in turn improves the therapist/client relationship and fosters growth within the client

PHDAT 833.5 - Spiritual and Alternative Approaches to Healing

2

This course serves the purpose of bringing a focus to areas of special interest to leaders in the field of art therapy not fully addressed in other core courses. The Special Topics in Art Therapy: Spiritual and Alternative Approaches to Healing is designed to examine special interests, including current and emerging issues and interdisciplinary topics within the realm of spirituality and alternative approaches to healing and how it enhances and advances the field of Art Therapy. This elective invites the learner to take a deep look into the importance of aligning professional practice with a theoretical orientation that fits one's personal, professional and philosophical approaches to healing. This course also includes the application of alternative and complementary medicine within the context of global, transcultural approaches, ethical and professional standards, leadership, innovative and teaching practices within a socially responsible practice. This course enriches the students research skills, capacity for problem solving, self-healing, deeper self-awareness, insight, and personal and professional growth that in turn improves the therapist/client relationship and fosters growth within the client. Areas of study are vast, tailored to each student's interest and may include the following topics that increase the flow of energy throughout the body, mind, and soul. These techniques work directly with the physical, emotional and spiritual aspects of well-being: Affirmations, Meditations, Shamanism, Guided Visualization, Acupuncture, Herbal, Yoga, Sweats, Tai Chi, Native American, Indigenous Healing, Traditional African Healing, African Cosmology, Curandero and Curandera, Auras, Chakras, Crystals, Reflexology, Reiki, Magnetic Therapy, Cranial Sacral Therapy, and Prayers. In addition, other topics such as Pranic, Quantum, Qigong, Nutritional, Bach Flower, Chakra Balance, Acupuncture, Acupressure, Ceremony, and Religious healings may also be included in the course.

PHDAT 833.6 - The Psychology of Emotions: An Exploration of Theory, Development, Manifestation, and the Classification Of Emotions

2

The Special Topics in Art Therapy: The psychology of emotions course is an exploration of theory, development, manifestation, and the classification of emotions. This course is designed to examine emotion literature, including current and emerging issues and interdisciplinary topics such as neuroscience within the realm of emotion psychology to healing and how it enhances and advances the field of Art Therapy. This elective invites the learner to take a deep look into emotions, which includes the theory of emotion, understanding what emotions are, where emotions come from, and the purposes that emotions serve. This course also includes exploring emotion and cognition, the neuroscience of emotion, and the role of emotions in human development. Students will develop an understanding on

gender and emotions as well as the universal and cultural differences of emotion in efforts to enhance a socially responsible practice.

PHDAT 834 - Trauma Informed Care

2

This course provides an advanced examination of conceptualizations and approaches to trauma related to emotional, sexual, physical and political violence and terrorism, emotional abuse and neglect, including forms of system-induced trauma. Neurobiology affirms art therapy's efficacy in helping people to reconstruct meaning, to give expression and voice to traumatic experiences, and to help individuals and groups move towards transformation and integration. Art therapy also emerges as effective in combination with other proven approaches for trauma resolution and self-regulation, including somatic and other art-based approaches. The course integrates advanced foci, such as the role of the clinical supervisor in helping therapists work through their own experiences of secondary trauma, and on preventing re-traumatization of research subjects. Community-relevant applications within an adaptive, inclusive, and creative frame will be explored.

PHDAT 835 - Seminar in Human Sexuality

2

This course will examine personal and interpersonal dimensions of the human sexual experience, including sexual issues in the context of oppression, liberation and social justice. Several domains that influence sexuality will be explored, including gender identity, sexual orientation, sexual attitudes and sexual behavior. Perspectives relating to lesbian, gay, bisexual, transgendered, and gender nonconforming people's concerns, as they pertain to advanced art therapy practices will be explored, including how heterosexism and heteronormativity, homophobia, transphobia, and other mechanisms of exclusion influence gender identity development, identity development, and general health and wellbeing. Particular attention will be paid to the impact of the therapeutic alliance and the supervisory relationship and understanding human sexuality and its relationship to art and artistic expression.

PHDAT 836 - Intermodal Application in Art Therapy

2

This course will examine basic principles of expressive arts therapy, education and consultation; in particular the underlying theory that supports the integrated application of the arts in therapy. Course content will focus on what all art forms have in common (e.g., image, synesthetic experience, and art as a vehicle for human expression, improvisation, communication, and engaging the creative process). Students will engage a variety of art modalities through experiential exercises that explore the phenomena of intermodal transfer, crystallization, high sensitivity/low skill and examine how these strategies deepen our understanding of images and promote therapeutic responses in individuals and in groups, large and small.

PHDAT 837 - Advanced Adlerian Theory and Integrative Art Therapy Experientials and Interventions

2

This course covers the theoretical principles of individual psychology and Adlerian theory, including striving for holism, phenomenology, teleology, and social interest. This course addresses the cognitive, affective, and sociocultural dimensions of the individual's development; the selectivity of perception in the formation of one's worldview; motivational factors; creativity and the arts; and the indivisibility of the person. The course discusses how Adlerian practitioners help build and maintain clinical relationships through the use of social interest and social advocacy.

Adlerian projective and objective lifestyle assessments and Adlerian art therapy assessments will be explored. Family constellation, life tasks, early recollections, dreams and other aspects of the lifestyle will be taught. Focus is on interventions that are congruent with social interest, and empirically supported practice toward comprehensive, culture-specific treatment planning. Emphasis is placed on the role of the practitioner and the client throughout the four stages of Adlerian therapy. The use of interventions for educators, parents, and caregivers will also be explored so that students have an opportunity to learn about being a credentialed Adlerian therapist or an Adlerian consultant within research, educational, and leadership fields.

Counselor Education and Supervision, (Ph.D.)

Program Mission

The mission of the Doctor of Philosophy in Counselor Education and Supervision (DCES) is to provide advanced training and education for practicing counselors to achieve advanced professional and personal development in becoming scholars, counselor educators, supervisors, leaders, and advocates in the field of counseling. The clinical and academic focus is on freedom and liberation rather than mere adjustment and adaptation for clients. It furthers the mission of Adler University through the infusion and understanding of the themes of social justice, diversity, multiculturalism, empowerment, oppression, freedom, and liberation, and emphasizes scholarship and socially responsible practice.

Program Overview

The program consists of a total of 60 credit hours, including 48 credit hours of core courses and electives, six credit hours of dissertation, and six credit hours of internships and seminars. Students are expected to complete the curriculum in three years for full-time students, or within seven years for part-time students. Program requirements include:

- Completion of core courses and electives (48 credit hours).
- Completion of 600 field hours of internship (six credit hours).
- Completion of dissertation (six credit hours).
- Passage of DCES Comprehensive Examination (0 credit hour).
- Completion of Social Justice Internship I and II (two credit hours total) for students who did not have a Social Justice Practicum at Adler University prior to admission to the program

Program Objectives

The DCES Program is designed to:

1. Provide students with a learning environment and curriculum to develop their counselor educator identity and competencies through research, practice, teaching, supervision, and leadership and advocacy.
2. Develop competent researchers and scholars to generate new knowledge to inform evidence-based counseling practices and train new counselors.
3. Enable students to develop professional portfolios and expertise to enhance their career goals and paths.
4. Systemically and regularly collect program feedback input from key stakeholders, including program core faculty, current students and alumni, site supervisors, external counselor educators, and dissertation committee members for program evaluation and modification.
5. Develop socially responsible educators and practitioners who adhere to professional and ethical standards and program dispositions in order to function as effective supervisors and gatekeepers for the profession.
6. Ensure students' attainment of program learning outcomes.

Program Learning Outcomes

The DCES program learning objectives were developed based on the 2024 Doctoral Accreditation Standards of Counselor Education and Supervision, Section 6, Doctoral Standards, set forth for the Council for Accreditation of Counseling and Related Programs (CACREP) and the Institutional Board learning Outcomes at Adler University.

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 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 the ability to utilize leadership and advocacy models 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, as well as 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: Form an identity and function 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 the ability to conduct quantitative and qualitative research and 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 program aims to provide advanced training for licensed counselors or mental health professionals eligible for master's-level licensure in Illinois or other states.

Although the goal of the program is not the preparation of students for counselor licensure that only requires a master's degree, students without a counseling license may be able to attain such a credential through this Ph.D. program in the following manner in Illinois:

- 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 come 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 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 faculty advisor to see what additional courses, clinical practicum, and internship hours are needed.

Instructional Modality

This program offers two delivery modalities: an in-person on-campus format and a virtual synchronous format (remote). In other words, students can complete the program by attending classes on campus or participating remotely, with a residency week required during the first and fourth semesters. Classes are designed to accommodate the busy schedules of working professionals. Core courses prioritize faculty and student interaction, facilitating high-level discussions and exchanges of ideas. These courses are primarily held in the evening for both modalities as scheduled. Emphasis and elective classes are either fully online with three synchronous meetings or conducted virtually in a synchronous manner with set schedules.

Students can complete the program in three years if enrolled full-time, or they may take up to seven years if enrolled 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 have not graduated from CACREP-accredited or equivalent programs will be required to complete the equivalency requirements in addition to the doctoral curriculum. (See prerequisites for the program below.)
- An academic record that demonstrates ability to fulfill the program's academic demands. Successful applicants typically have a GPA 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.

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.

Graduation Requirements

1. Satisfactory completion of all core courses and electives of 9 credit hours, or an emphasis of 9 credit hours with a B or better grade.
3. Satisfactory completion of 600 internship hours at an approved internship site and attainment of a CR grade for each of the internship seminars.
4. A cumulative grade point average of 3.0 or higher.
5. Successful completion of the DCES Comprehensive Examination.
6. Successful completion of a doctoral dissertation
7. Submission of completed graduation application and full payment of all outstanding tuition and fees.
8. Satisfactory completion of Social Justice Internship I and II (for students who did not complete the Social Justice Practicum prior to the admission to the DCES program.).
9. No pending referrals with the Student Development Committee and/or the Student Comprehensive Evaluation Committee.

Program Prerequisites

Applicants 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 to prepare them for the doctoral level course work in respective areas. Requisite course areas at Adler and equivalent courses at other institutions:

COUN 532 - Professional, Legal, and Ethical Issues

3

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

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 postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

COUN 534 - Counseling Skills

3

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, hereand-now processing, self-disclosure, and stages of change.

COUN 535 - Diagnosis Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

COUN 618 - Couples and Family Counseling

3

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.

Prerequisites: Students must complete MAC-472 or PCO-472 or COUN-534 prior to registering for this course.

COUN 622 - Human Growth & Development

3

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

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

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 and 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

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 of assessment instruments (online, etc.) 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.

Prerequisites: Student must complete MAC-472, PCO-472, or COUN-534 prior to registering for this course.

- Clinical training: Counseling practicum/internship (a minimum of 700 hours in total)

Core Courses (39 credits hours)

All students are required to complete these courses with a B or better grade. All students are required to complete these courses with a B or better grade. If students get a B- or below grade, they must repeat the course. Students cannot start the internship if they cannot get a satisfactory grade in the corresponding pre-requisite courses. Students cannot participate in the Comprehensive Examination if they have any core courses with a B- or below grade unless otherwise approved by the program director.

DCES 703 - Advanced Counseling Theories, Integration & Change

3

This course is an advanced, in-depth, exploration of the theories of counseling, including philosophical presuppositions, assumptions, and implications of counseling and psychotherapy and its theoretical dilemma. Also examined are research findings on consciousness and human change processes such as the stages, processes, and precursors of change. Students learn classic Asian psychologies such as Buddhism, Yoga, & Hinduism and corresponding practices. Students are trained to use thinking styles such as dialectical, logical, critical thinking, and synthesis to examine and expose the conceptual underpinnings of the profession. 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, freedom, liberation, and social justice. In addition, students study various approaches to psychotherapy integration, such as assimilative, technical eclecticism, theoretical integration, teleological integration, and common factors. The course also supports further development of professional expertise, fluidity, and effectiveness in developing the student's own personal therapeutic characteristics and therapeutic presence. This includes an examination and integration of Adlerian counseling with mainstream counseling and psychotherapy.

DCES 704 - Advanced Multicultural Counseling, Advocacy & Leadership

3

This course advances students' multicultural and social justice counseling and advocacy competencies. Students will critically examine and challenge the current theoretical traditions and practices of counseling, as well as research, supervision, and training of counselors through the social justice and advocacy lenses. There will be in-depth discussions on the concepts related to intersectionality, decolonization, liberation, and changes. Students will learn to conduct difficult dialogues and social justice-related conversations. This course also emphasizes the development of counselor educators as leaders, social change agents, and advocates. Students are to explore and analyze current policies and resources impacting their practice and clients' welfare and formulate advocacy strategies and plans for social change. Self-reflection and confronting personal biases are also part of the course expectations.

DCES 705 - Pedagogy in Counselor Education

3

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

This course is designed to explore and apply theoretical and practical knowledge of clinical supervision models in clinical and mental health settings. Through role-plays, case studies, and other experiential learning, students acquire supervisory skills and strategies relevant to supervisees' developmental stages, characteristics, theoretical orientations, ethical issues, and cultural backgrounds. Multicultural and diversity issues in supervision are explored. Students will also examine the multiple roles associated with being a supervisor.

DCES 708 - Counselor Education, Scholarly Endeavors & Consultation

3

This course aims at fostering the development of the counselor educator identity. It will orient students to the role of counselor educator, and their ethical and legal responsibility as a scholar, trainer, supervisor, and gate keeper of the profession. Through this course, students will start implementing their plan of a specialty area by conducting a more in-depth literature review regarding their areas of interest and submitting a conference proposal for a local, regional or national conference. The course will also emphasize student actual involvement in organizations. Ethics regarding writing, publishing, and conducting scholarly activities will be discussed. It will emphasize students' understanding of academic writing, formulating a manuscript with the goal of journal publication. It will address the manuscript submission process and the submission of a manuscript for publication as well as the guidelines set forth by major counseling peer reviewed journals. Further refinement of the literature review of the specialty area will serve as a base for part of the doctoral student's dissertation as well as a manuscript to be submitted to a peer reviewed journal by the end of the semester. The course also discusses consultation in different venues, clinical and administrative.

DCES 801 - Program Research, Evaluation and Development

3

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 803 - Trauma, Crisis, and Disaster Intervention

3

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' post-trauma 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 and trauma populations and suggests strategies for self-care.

DCES 805 - Adv Techniques in Counseling and Psychotherapy

3

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, cognitivebehavioral, 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.

Prerequisites: Take DCES-703

DCES 808 - Curriculum and Academic Program Development

3

This course covers principles of curriculum design for universal learning for diverse individuals and various delivery modalities. There will be discussions on academic program development with reference to accreditation requirements and institutional and program missions. The course will also focus on how different elements of the program support the overall program effectiveness, including the design of each course and its learning objectives, assessment strategies for learning outcomes, evaluation of student dispositions for professional demeanor, admissions and selection of students, and support and retention of students. Students will also be introduced to the accreditation process and the writing of self-studies for CACREP and other accrediting bodies for at both state and regional levels.

DCES 821 - Qualitative Research Methods in Counseling

3

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

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 Analyses in Research

3

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.

Prerequisites: Student must complete DCES-822 prior to registering for this course.

DCES 824 - Qualitative Data Analysis in Research

3

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 ATLAS.ti, to enter, analyze, and induce the results of the research.

Prerequisites: Student must complete DCES-822 prior to registering for this course.

Internship Prerequisites

Internship Prerequisites Students must achieve grades of B or better in prerequisite courses in order to be admitted into or continue with internship seminars.

^a *Prerequisite for Advanced Clinical Counseling Internship*

^b *Prerequisite for Supervision Internship*

^c *Prerequisite for Teaching Internship*

^d *Prerequisite for Research Internship*

DCES 703 - Advanced Counseling Theories, Integration & Change

3

This course is an advanced, in-depth, exploration of the theories of counseling, including philosophical presuppositions, assumptions, and implications of counseling and psychotherapy and its theoretical dilemma. Also examined are research findings on consciousness and human change processes such as the stages, processes, and precursors of change. Students learn classic Asian psychologies such as Buddhism, Yoga, & Hinduism and corresponding practices. Students are trained to use thinking styles such as dialectical, logical, critical thinking, and synthesis to examine and

expose the conceptual underpinnings of the profession. 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, freedom, liberation, and social justice. In addition, students study various approaches to psychotherapy integration, such as assimilative, technical eclecticism, theoretical integration, teleological integration, and common factors. The course also supports further development of professional expertise, fluidity, and effectiveness in developing the student's own personal therapeutic characteristics and therapeutic presence. This includes an examination and integration of Adlerian counseling with mainstream counseling and psychotherapy.

DCES 706 - Clinical Supervision and Consultation

3

This course is designed to explore and apply theoretical and practical knowledge of clinical supervision models in clinical and mental health settings. Through role-plays, case studies, and other experiential learning, students acquire supervisory skills and strategies relevant to supervisees' developmental stages, characteristics, theoretical orientations, ethical issues, and cultural backgrounds. Multicultural and diversity issues in supervision are explored. Students will also examine the multiple roles associated with being a supervisor.

(A prerequisite for DCES 851, Supervision Internship and seminar)

DCES 705 - Pedagogy in Counselor Education

3

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.

(A prerequisite for DCES 852, Teaching Internship and Seminar)

DCES 704 - Advanced Multicultural Counseling, Advocacy & Leadership

3

This course advances students' multicultural and social justice counseling and advocacy competencies. Students will critically examine and challenge the current theoretical traditions and practices of counseling, as well as research, supervision, and training of counselors through the social justice and advocacy lenses. There will be in-depth discussions on the concepts related to intersectionality, decolonization, liberation, and changes. Students will learn to conduct difficult dialogues and social justice-related conversations. This course also emphasizes the development of counselor educators as leaders, social change agents, and advocates. Students are to explore and analyze current policies and resources impacting their practice and clients' welfare and formulate advocacy strategies and plans for social change. Self-reflection and confronting personal biases are also part of the course expectations.

(A prerequisite for practicum and all internships)

DCES 804 - Advanced Group Counseling and Supervisio

3

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 clienteles, 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.

(A prerequisite for students who supervise student group leaders for DCES 851 Supervision Internship and Seminar) DCES 821 Qualitative Research Methods in Counseling and DCES 822 Quantitative Research Methods in Counseling (are prerequisites for Research internship, DCES 853)

Emphases and Specialty Areas (9 Credit Hours)

Students are expected to choose one of the following emphases (nine credit hours) to fulfill the program requirements.

DCES students can complete the 9 credit hours of emphasis in two ways:

- A. Students who graduated from Adler's MA programs can simply complete one of the emphases listed below.
- B. Students who graduated from other universities can complete the 9 credit-hour requirement by:
 - a. Take any two courses from any of the emphases, and
 - b. Use the 2 credit hours from Social Justice Internships and DCES 899 Specialized Study in Counseling (1 credit hour) Specialized Studies course to make up three total credit hours.

or

- a. Choose one of the emphases below and complete three 3-credit hour courses,
and
- a. Use the credit hours earned from Social Justice Internships as additional credits for the program.

Emphasis: Advanced Clinical Theories and Practices

Overview: This emphasis area focuses upon enhancing the practitioner's current level of knowledge and ability to study advanced approach to counseling and psychotherapy, including not only the established approaches such as Dialectical Behavior Therapy and EMDR but cutting-edge approaches such as metacognitive therapy, memory reconsolidation, schema therapy, the CHANGES Model, the cognitive therapy of oppression, and others. Students not only study these approaches but become as proficient as possible in applying them, through role plays conducted in class, along with studying videos. In addition, cognitive-existential and advanced experiential therapies are studied as well. In addition, a solid foundation of mindfulness and mindfulness practice is added to provide another layer of empirically supported practice applications that can be applied to a wide range of diagnoses, further enhancing the

clinical skills of the student. Conditions ranging from anxiety and depression to personality disorders and addictions are covered, empowering the student in their clinical practice far beyond what they would learn at the master's level.

Courses: Students have more flexibility in this emphasis, and they can pick **three courses** from different emphases, or any three of the following:

COUN 752 - Advanced Adlerian Theory and Practice

3

This course provides students a forum to explore and apply Adlerian theoretical tenets and interventions in an advanced level. The class framework is on the role of the counselor in relation to the client throughout the four stages of Adlerian therapy. Emphasis is on the Counselor/Client relationship, Life-Style case conceptualization, use of Social Interest, Encouragement, Fictional Final goals and Treatment planning. Students will apply advanced tenets and interventions to clients across the life span using various modalities; individual, couple, family, and group. This is an Online class with Synchronous sessions.

Prerequisites: Student must complete COUN-533 & COUN-518 prior to registering for this course.

COUN 765 - International Perspectives in Counseling And Psychotherapy

3

This course includes required participation in learning institutes overseas including the International Association of Psychology and Counseling's Oxford Institute, located in Oxford England, or otherwise stated in the course syllabus. Students will experience professional collaboration, information sharing, and skill development through engagement with scholars and therapists from around the world. Each student will develop a poster presentation for sharing with an international audience, as well as develop a learning plan for multicultural skill development in one or more areas: counseling therapeutic practice, clinical supervision, counselor education, and/or leadership.

DCES 804 - Advanced Group Counseling and Supervisio

3

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 clienteles, 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 883 - Advanced Psychopharmacology and Integrative Treatments

3

This course takes an in-depth look at the use of psychotropic medications, their effectiveness, and their adversary effects on populations of different clinical issues. Students will have a comprehensive study of the biological processes in response to varying types of psychotropic medications, including antipsychotics, mood stabilizers, pharmaceuticals, and drug-assisted therapy. Students will gain an understanding of the medical resources available to clients and how the

medical model can be incorporated within the therapeutic alliance. This course will also focus on how non-prescribing counselors can collaborate with the client's care team, including the medication prescribers, for the clients' best interests. The course will also emphasize counselors' roles in supporting clients with medication management strategies, and psychological interventions. In addition, there will be in-depth discussions regarding legal, ethical, cultural, and advocacy considerations related to psychopharmacology and its applications to various clinical populations. Students may not take this course if they have taken COUN 750.

DCES 886 - Existential and Gestalt Therapy

3

This course is an integrative examination of the classical therapeutic approaches of Gestalt and Existential therapies from an innovative and dialectical perspective, covering both theories at the doctoral level and beyond. The existential and phenomenological perspectives of Martin Heidegger, Edmund Husserl, Jean-Paul Sartre, Irvin Yalom, and Viktor Frankl are covered in depth, with special attention given to such transcultural issues as death, meaning, isolation, freedom, powerlessness, existential anxiety, mindfulness, authenticity, empathy, consciousness, being, oppression, and liberation. In addition, many little known and some original existential techniques are discussed which are taken directly from existential sources and converted into therapy applications. A range of Gestalt therapy topics will be covered including contact, unfinished business, boundary disturbances, subpersonalities, personality integration, mindfulness and the broad range of Gestalt techniques including the empty-chair. The emphasis of the course is on instilling a practical, immediately applicable understanding of these theories and principles. Many practical techniques and strategies from both theories will be explored along with over a dozen existential growth exercises for both students and clients. The integration of cognitive, behavioral, existential, and Gestalt therapies is also addressed.

DCES 887 - Asian Meditation Therapies

3

Various methods of meditation and related techniques are examined. These include classical Asian meditation techniques as well as lesser known techniques derived from various Buddhist, yoga, Hindu, and Taoist sources. The course also examines the relevant Asian philosophical and psychological perspectives in which meditation practices originated. Many meditation methods, such as concentration, mindfulness, surrender, bhakti, and a host of related spiritual and existential techniques such as being-there, forgiveness, inoculation of being, expansion of being, the pod technique, and many others will be studied and practiced. The emphasis is on applying these techniques with clients who are experiencing mental and emotional disorders such as anxiety and depression in order to achieve a greater degree of well-being and sense of fulfillment. Research support and an extensive bibliography are provided. Asian conceptions of mind, ego, self, consciousness, mind-body, mental health, psychopathology, compassion, freedom, and liberation are covered with the aim of integrating these into counseling and psychotherapy contexts. A portion of each class period will be devoted to the actual practice of techniques described.

DCES 894 - AI & Technology in Counseling

3

This course explores the intersection of artificial intelligence (AI) and technology in counseling and examines how these advancements transform mental health care, counselor education, and research. Students will gain fundamental knowledge about the application of AI and the use of technology and electronic media in the provision of long-distance or virtual counseling, supervision, consultation, and professional development. There will be in-depth discussion of professional and ethical issues involved in the use of technology in the field of counseling including credentialing, international counseling, client confidential issues, and training and supervision issues from the perspectives of the training institutes and agencies, and others.

DCES 897 - Counseling Difficult, Defiant Adolescent

3

This course is intended to provide a comprehensive, eminently practical range of therapeutic techniques, strategies, and approaches for working with difficult, defiant, and aggressive adolescents. The focus is on the application of the precursors model of change, which provides dozens of techniques and strategies designed for use with difficult clients in general. The relevant theories integrated in this course are family systems, cognitive, behavioral, existential, Adlerian, psychodynamic, and Gestalt approaches. Group therapy is also covered in depth, as well as social justice, multiculturalism, and diversity. Therapeutic approaches to such behaviors and attitudes as suicide, depression, anger, blaming, defiance, violent impulses, criminality, gang involvement, drugs, alcohol, stealing, sexuality, lying, manipulation, attention seeking, and peer pressure are included in the course. Emphasis of the course is on family issues, existential themes, resistance, empathy, belonging, separateness, qualities of the effective counselor, and establishing the therapeutic relationship, with therapeutic change as the goal of counseling for families, groups, and individuals.

DCES 899 - Special Topics:

3

It becomes occasionally appropriate that a student do an independent study with a faculty member on a special topic relevant to the field of Counselor Education and Supervision. This Special Topics course fills that need. This independent study could be any topic in the field, including but not limited to, the practice of counseling and psychotherapy, counselor training, trauma, leadership, advocacy, diversity, multiculturalism, research, or other related area of study. The number of credits for this course can vary from 1 to 3.

DCES 899.1 - Special Topics:

1

It becomes occasionally appropriate that a student do an independent study with a faculty member on a special topic relevant to the field of Counselor Education and Supervision. This Special Topics course fills that need. This independent study could be any topic in the field, including but not limited to, the practice of counseling and psychotherapy, counselor training, trauma, leadership, advocacy, diversity, multiculturalism, research, or other related area of study. The number of credits for this course can vary from 1 to 3.

DCES 899.2 - Special Topics:

2

It becomes occasionally appropriate that a student do an independent study with a faculty member on a special topic relevant to the field of Counselor Education and Supervision. This Special Topics course fills that need. This independent study could be any topic in the field, including but not limited to, the practice of counseling and psychotherapy, counselor training, trauma, leadership, advocacy, diversity, multiculturalism, research, or other related area of study. The number of credits for this course can vary from 1 to 3.

DCES 899.3 - Special Topics:

3

It becomes occasionally appropriate that a student do an independent study with a faculty member on a special topic relevant to the field of Counselor Education and Supervision. This Special Topics course fills that need. This

independent study could be any topic in the field, including but not limited to, the practice of counseling and psychotherapy, counselor training, trauma, leadership, advocacy, diversity, multiculturalism, research, or other related area of study. The number of credits for this course can vary from 1 to 3.

Emphasis: Integrative Social Justice Counseling for Change and Liberation

Overview:

The Integrative Social Justice Counseling for Change and Liberation emphasis further actualize the mission of the program. It focuses on applying the principle of practice of social justice counseling to facilitate clients' change, development of internal strengths and resilience, and liberation from oppression, and systemic injustice. Courses target the works with different clinical population with emphasis on intersectionality of different social determinate and client groups' multifaceted identities.

COUN 722 - Counseling Older Adults & Families

3

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.

DCES 895 - Special Topics for Counseling Diverse Populations in DCES

3

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 and 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 910 - Counseling Clients With Different Abilities and Neurodiversity

3

This course provides an in-depth exploration of counseling approaches for individuals with different abilities and neurodiversity. Students will develop deeper understanding of various types of disabilities, including physical, sensory, intellectual, developmental, and psychiatric conditions, as well as neurodivergent traits such as autism, ADHD, and learning differences. The course will focus on the biopsychosocial development of human abilities, psychosocial adjustment, and adaptation processes. Students will also critically analyze the impact of stereotypes, stigma, and discrimination on the well-being of individuals with disabilities and neurodivergence. Strengths-based and evidence-based counseling interventions and advocacy strategies to promoting inclusion, accessibility, and holistic wellness will be explored.

DCES 911 - Bi-Lingual Counseling

3

This course aims to develop students' competency and effectiveness in working with bilingual clients. Students will learn about and apply related theories, research, and treatment strategies. The course will also provide students with opportunities to have an in-depth understanding of the unique interplays and navigations between two languages and cultures in the counseling relationship. There will be in-depth discussions about clients' cultural characteristics, linguistic implications, expression of mental health issues, and treatment strategies. This course will also raise students' awareness and recognition of how their cultural backgrounds and biases may affect the counseling relationship and outcome of the sessions with bilingual clients.

Emphasis: Trauma-informed Counseling and Advocacy

Overview: Trauma-informed Counseling and Advocacy emphasis area focuses on the study of issues associated with trauma, stress, crisis, disaster experiences and trauma theories, assessment, and diagnosis of PTSD in clinical mental health settings with the importance of differentiating their varying characteristics. Emphasis will be on knowledge and skills of different types of interventions, skills of trauma assessment, and diagnosis using a lifespan perspective. The courses in this emphasis area will explore different types of interventions, how to rally available community resources, the issues associated with trauma, stress, crisis, and disaster experiences-and the importance of differentiating their characteristics. Students will learn to assess and diagnose different types of trauma, including PTSD, using a lifespan perspective. Treatment planning incorporates family, individual, and group interventions, holistic intervention strategies, and recovery supports that include self-help groups. Students will also study how trauma impairs neurodevelopment and immune systems.

DCES 893 - Veterans & Military Family Counseling

3

This course covers the history, etiology, symptoms, diagnosis, and treatment of traumarelated 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. Some of the evidence-based treatment approaches covered include cognitive-behavioral therapy (CBT), cognitive processing therapy (CPT), eye-movement desensitization and reprocessing (EMDR), dialectical behavioral therapy (DBT), prolonged exposure therapy (PE), stress management techniques, group and family therapy approaches, and psychopharmacological interventions.

DCES 912 - Childhood Trauma

3

This course provides an understanding of the environmental factors that contribute to and constitute adverse childhood experiences, and the effects on children's development and subsequent behavior. Discussion will include attachment theory and the influence of attachment on development, historical and contemporary research on adverse childhood experiences and subsequent mental health and illness, and an overview of prevention and intervention, and treatment. 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.

DCES 913 - Neurobiology of Trauma

3

Neurobiology of Trauma provides an understanding of the neurobiological processes involved in trauma experiencing, processing, and post-trauma adaptation. This course will cover affective neuroscience, arousal modulation, memory processes involved in trauma experiences, executive functioning, and post-trauma adaptation of these and other areas and processes. Students will learn the application of neuroscience to understanding trauma experiencing and treatment.

DCES 914 - Trauma-Focused Psychosocial Interventions

3

This course covers the history, etiology, symptoms, diagnosis, and treatment of traumarelated 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. Some of the evidence-based treatment approaches covered include cognitive-behavioral therapy (CBT), cognitive processing therapy (CPT), eye-movement desensitization and reprocessing (EMDR), dialectical behavioral therapy (DBT), prolonged exposure therapy (PE), stress management techniques, group and family therapy approaches, and psychopharmacological interventions.

DCES Internships and Seminars (6 credit hours)

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

The DCES Internships and Seminars provide students with venues to be trained in advanced clinical training, supervision, teaching, research, and other advanced professional experiences. Students are required to complete 600 hours of internship.

Students can complete these elements of the 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

All students are required to complete a minimum of 600 hours of Internships in the following areas collectively:

- Advanced Clinical Practice.
- Teaching.
- Supervision.
- Research.

Concurrent with field internship, students are to register for:

Internship Prerequisite Courses

The following courses are required for entry into internships:

Students must achieve grades of B or better in prerequisite courses in order to be admitted into or continue with internship seminars.

- DCES 703 - Advanced Counseling Theories, Integration and Change (a prerequisite for Advanced Clinical Internship, DCES 850)
- DCES 706 - Clinical Supervision and Consultation
(A prerequisite for Supervision Internship and seminar)
- DCES 705 - Pedagogy in Counselor Education
(Teaching Internship and Seminar)
- DCES 704 - Advanced Social Justice Counseling, Advocacy and Leadership
(A prerequisite for all internships)

DCES 821 - Qualitative Research Methods in Counseling and

DCES 822 - Quantitative Research Methods in Counseling (prerequisites for Research internship)

Social Justice Internships (2 Credits)

Students who did not have the Social Justice Practicum at Adler University 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 semesters of their third year.

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.

DCES 857 - DCES Social Justice Internship I

1

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.

Prerequisites: Student must complete DCES-703, DCES-704, and DCES-705 prior to registering for this course.

DCES 858 - DCES Social Justice Internship II

1

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; of which 50 hours will be earmarked for students' deliverables to their site, (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.

Prerequisites: Student must complete DCES-857 prior to registering for this course.

DCES Comprehensive Examination

Each student must take and pass a written comprehensive essay examination prior to candidacy for the doctoral degree. The exam assesses competence in the five CACREP doctoral core areas (counseling, leadership and advocacy, supervision, teaching, and research). The comprehensive examination typically takes place in the Summer I term every year. Passing the comprehensive exam is one of several prerequisites to initiating dissertation coursework. The comprehensive examination is a take-home format and will be completed in 10 consecutive days after the examination is issued to the students unless ADA accommodation is warranted. For further details regarding the comprehensive examination, refer to the DCES Doctoral Handbook and DCES Comprehensive Examination Manual.

Eligibility for participating in the DCES comprehensive examination:

- Students who have successfully completed the DCES core courses with a B or a better grade. However, the exceptions to this rule are DCES-710 (Consultation in Counseling and Mental Health), all internship courses, and all elective courses.
- Students who graduated from a master's level non-CACREP program also need to successfully complete the required prerequisite courses.
- Students must have a GPA of 3.0 or higher to be eligible to take the comprehensive examination.
- There are no I, IP, B-, C, D, F, or NC in any of the core courses.
- Acceptable professional and ethical behavior in all facets of the program, including acceptable ratings in the Professional Dispositions Forms (Refer to the Doctoral Handbook or any course syllabus for details).
- No outstanding or pending referrals with the Student Development or Student Comprehensive Evaluation Committee.

DCES 900 - DCES Comprehensive Examination

0

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.

Prerequisites: Take DCES-700 DCES-701 DCES-702 DCES-703 DCES-704 DCES-705 DCES-706 DCES-801 DCES-803 DCES-821 DCES-822

Dissertation (6 or more credit hours)

Students are expected to apply one or more of the major research methodologies 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 take their research courses. Faculty advisers will assist students during the process of establishing a dissertation committee, which will guide students to complete their dissertations in compliance with the required format and standards. Refer to the DCES Dissertation Handbook for detailed processes and procedures.

Note: Students who cannot complete their dissertations during DCES 903 will need to register for DCES 904 Dissertation Continuation (1 credit hour) consecutively until the completion of the dissertation.

DCES 901 - DCES Dissertation I

2

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 and 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.

Prerequisites: Take DCES-900

DCES 902 - DCES Dissertation II

2

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.

Prerequisites: Take DCES-901

DCES 903 - DCES Dissertation III

2

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.

Prerequisites: Take DCES-902

DCES 904 - Dissertation Continuation

1

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.

Prerequisites: Take DCES-903

Minimum Credit Hours Required: 60

Couple and Family Therapy, (Ph.D.)

Program Overview

Adler University's Doctor of Philosophy (Ph.D.) in Couple and Family Therapy (CFTD) is accredited by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE). It is designed for graduates with a license-eligible clinical master's degree and experienced clinicians. The CFTD emphasizes excellence in clinical practice, training students to apply empirically based knowledge, research, and techniques to therapy, training, and clinical supervision. Graduates of the program will be positioned to make significant contributions to the field of couple and family therapy through practice, supervision, education, leadership, and scholarly work. The CFTD program uses an experiential learning model through a social justice lens, focusing on the self-of-the-therapist.

Couple and family therapists are behavioral health professionals who recognize that relationships and patterns of engagement influence individual and relational functioning and, therefore, need to be part of the therapy process. The CFTD program emphasizes this systemic perspective, enabling practitioners to understand couples, relationships, families, and individuals (children, adolescents, and adults) in the context of complex relational, family, and societal dynamics. CFTD students are trained with advanced clinical skills 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; they assess, conceptualize, plan treatment, and intervene to promote change to occur in the relational systems of clients.

CFTD students may also add the Certificate in Sex Therapy to their program of study by either stacking the certificate onto their degree, allowing them to still take some of the department's elective courses, or utilizing certificate courses to meet the electives requirement in the degree.

Graduates of the program have the core professional identity as a Couple and Family Therapist (CFT) qualified for professional 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. Licensure requirements can vary from state to state in terms of 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. COAMFTE accreditation improves portability across states as the curriculum and training meet the highest standards and rigor in the field. The CFTD program embodies Adler University's commitment to social justice through graduating socially responsible and culturally competent therapists with a clear professional identity as a CFT.

The mission of the CFTD program is to prepare professionals with the core identity of couple and family therapists, including the attainment of advanced skills in research, theory, and application of a systemic framework and identity, including an ethical consciousness, cultural competence, and social responsibility. This mission is achieved through a commitment to our program goals and student learning outcomes.

Program Goals

1. To develop a clear professional identity as an ethical CFT with advanced training, knowledge, and experience.
2. To train students to develop a culturally competent and systemic worldview in their work as a CFT and AAMFT-approved supervisor (candidate) across academic, clinical, research, and supervision settings.
3. To graduate socially responsible professional couple and family therapists sensitive to social justice and diversity.

Student Learning Outcomes

1. To understand and apply advanced knowledge of systems, modern, and postmodern couples and family therapy theories.
2. To demonstrate cultural competency with diverse populations in the advanced practice as a CFT 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 demonstrate sensitivity and knowledge in the 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-Specific Admission Requirements

In addition to the admission requirements standard for Adler University doctoral programs, the CFTD core faculty will review undergraduate and graduate transcripts, letters of recommendation (one academic plus one clinical), and a statement of interest. It is recommended that applicants' statement describes why they are choosing to enter the field of couple and family therapy if they are coming from a different behavioral health discipline, why they want to pursue a doctoral degree, as well as addressing any deficits where students do not meet the stated admissions requirements.

Application requirements include:

- Clinical master's degree in marriage and family therapy, couple and family therapy, medical family therapy, or related clinical field such as social work, art therapy, psychology, or counseling that is license eligible.
- Completion of clinical practicum* in applicant's graduate degree program.
- GPA of 3.25 or higher out of 4.0 in applicant's graduate degree program.
- Commitment to the profession of couple and family therapy as demonstrated in their application essay.

- Licensure or licensure eligibility as an LMFT in the state of Illinois. Applicants without this can be admitted as a doctoral student but must complete coursework to meet the foundational curricular areas as required by COAMFTE.
- Letters of recommendation, including at least one from a graduate instructor and one from a clinical supervisor.

*Students with a non-clinical master's degree should apply to the MCFT program.

Social Justice Practicum

The Social Justice Practicum (SJP) is a non-clinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

- The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.
- The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective to the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

CFTD Clinical Practicum

Students enroll in three consecutive semesters of clinical practicum concurrent with their second year of coursework. Successful completion of at least one advanced theory class (and CFTD-701 if applicable) are prerequisites to clinical practicum. The purpose of practicum is for CFTD students to be clinically active and begin to apply advanced clinical skills gained through the advanced curriculum. Students who do not earn a B or better in these courses must retake them, postponing the start of practicum and extending the overall length of the program. A referral to the CFT Student Development Committee (SDC) may also be required to evaluate practicum readiness.

To meet degree requirements, CFTD students must complete 120 hours of relational or conjoint direct client contact and 100 hours of supervision, including hours with their AAMFT-approved supervisor or supervisor candidate through the practicum seminar. The CFTD Clinical Practicum can be a paid experience negotiated between the student and the site. Students can also count these hours towards licensure if the experience meets the degree and licensure requirements. Additional resources regarding clinical practicum are available in the *CFT Clinical Training Manual*.

CFT Doctoral Qualifying Exam

The Doctoral Qualifying Examination (DQE) provides an opportunity for students to demonstrate their theoretical and clinical competency as couple and family therapists and across the student learning outcomes (SLOs). This is specifically identified as part of the advanced practical experiences component of the degree. Students are given the opportunity to synthesize the advanced curricular areas and demonstrate mastery in their area(s) of expertise. Additionally, the DQE assesses students' integration of their knowledge with their clinical experience into a unified, coherent model for clinical work with human systems (couples, families, individuals, and communities).

Students are expected to demonstrate advanced professional skills in presentation, academic writing, clinical practice, systemic ethics and legal issues, and research methodology, with a focus on advanced clinical theory through a social justice lens. They are evaluated accordingly under each of the SLOs. Students must successfully pass all parts of their DQE prior to defending their dissertation proposal. Additional resources regarding the DQE are available in the *CFT Clinical Training Manual*. The DQE is completed in the last semester of practicum (CFTD-705).

CFTD Internship

The CFTD internship is designed to provide doctoral students with a supervised experience. The internship must emphasize the development of the CFT professional identity (SLO7) consistent with the degree requirements and the student's professional goals. Students must be engaged in a supervised continuous experience meeting one of the advanced skills per COAMFTE. Students can create an internship experience that meets these requirements with the exception of a clinical internship as that advanced skill is met with clinical practicum. There are instruction, supervision, and research opportunities available within the department. This can be done anywhere in the world and be a paid experience that is negotiated independently of the program. Additional resources regarding the CFTD internship are available in the *CFT Clinical Training Manual*.

CFTD Dissertation

The CFT doctoral dissertation provides students with the opportunity to engage in in-depth scholarship on an important issue in the field of couple and family therapy. It further provides students with the venue to demonstrate their skills in advanced research. The dissertation must represent substantial research that contributes to the field, including a comprehensive discussion of clinical and social justice implications. Information on the dissertation process is available in the *CFT Dissertation Guidebook* which is presented and reviewed in CFTD-875: CFT Dissertation Prep Seminar. Students also take CFTD-862 CFT Dissertation Literature Review to support them in making significant progress prior to registering in their first dissertation credit.

Students may take each of the dissertation courses for "credit" (CFTD-876, CFTD-877, and CFTD-878) up to three times. Students must retake if they receive a "no credit" for any of these courses. This is not included in the limit of three times. There is no limit on the number of times a student can take CFTD-779: CFT Dissertation Continuation.

Graduation Requirements

1. Successful completion of the advanced curricular areas as specified in the curriculum requirements, including courses required to meet the foundational curricular areas as required by COAMFTE.
2. Successful completion of advanced practice experiences, including practicum, the doctoral qualifying exam, internship, and dissertation.
3. Successful completion of Social Justice Practicum I and II.
4. Successful completion of MCFT-533 or the equivalent in the student's master's degree.
5. A cumulative GPA of 3.0 or higher and no grades of B- or lower in core curriculum.
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 Doctor of Philosophy in Couple and Family Therapy.

Master's Degree Credits and Requisites

The CFTD program is a 63-credit degree, not including the required Adlerian (MCFT-533) and Social Justice Practicum courses (SJP-513 and SJP-514) and any necessary master's level courses considered to be requisites to begin the doctoral degree.

Accepted students utilize up to 39 credits from their master's degree programs to meet the requisite requirements as established by COAMFTE, which positions students to be eligible for licensure as an LMFT in the state of Illinois.

Students who completed a COAMFTE-accredited degree (marriage and family therapy, couple and family therapy, or medical family therapy) automatically meet these requisites.

Students who have a degree in a related clinical (and license-eligible) program may also receive credits from their graduate work but may be required to take the specific requisite CFT courses as evaluated by the department chair prior to matriculation into the program. Each student's transcripts will be evaluated on an individual basis. Syllabi will be requested from deposited students, most typically to review the content of ethics and theory courses taken in their graduate degree program. Students who do not meet these requisite requirements will take:

CFTD 719 - Systemic Theories Overview

1

This one-credit course is specifically for incoming PhD in Couple and Family Therapy students who did not receive their MA in Couple and Family Therapy, Marriage and Family Therapy, or Medical Family Therapy. This course will specifically provide an overview of systems theories to prepare the student for advanced theoretical coursework and clinical work in the PhD.

CFTD 701 - Couple and Family Therapy Ethics

1

This one credit course is specifically for incoming PhD in Couple and Family Therapy students who did not receive their MA in Couple and Family Therapy, Marriage and Family Therapy, or Medical Family Therapy. This course will specifically cover the AAMFT Code of Ethics complementing the ethics course taken in their clinical master's degree. The goal of this course is to prepare them for practice and licensure as a Couple and Family Therapist.

Additionally, students who did not complete their master's degree at Adler must also complete the following requisite courses:

MCFT 533 - Fundamentals of Adlerian Theory and Interventions and Family Guidance

2

This course provides the couple and family therapy student with an overview of the core concepts of Adler's Individual Psychology as complementing systemic work with couples, families, and individuals. Building on this foundation, the course provides an opportunity to develop child family guidance and parenting skills education skills based on Adlerian principles and traditions. Through lecture, class discussions, observations, and participatory demonstrations, students will begin learning how to apply Adlerian principles to working with family systems, within individual families, in schools and organizations, and in a greater social context.

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a

practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

Degree Requirements

The CFTD program is a full-time program that is to be completed in four years and no longer than seven years. Students may complete their program in as few as three years, with support from their faculty advisor and dissertation chair, by completing their dissertation and internship concurrently.

CFTD students are required to complete nine credits of electives. It is recommended that they complete them during their two years of advanced curriculum, but students may take them during the completion of their internship and dissertation with faculty advisor approval as they are not required for the DQE. Students applying for the internal internship are required to complete their electives prior to the start of the opportunity.

The Ph.D. in Couple and Family Therapy course list is organized by Advanced Curricular Areas (ACA) as defined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) Standards Version 12.5. Successful completion of the following courses is required for this degree:

ACA 1: Advanced Research

12 area credits/12 program credits:

CFTD 740 - CFT Qualitative Research Methods

3

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.

CFTD 741 - CFT Statistics

3

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.

CFTD 742 - CFT Quantitative Research Methods

3

Prerequisite: CFTD-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.

CFTD 743 - CFT Qualitative Data Analysis

3

Prerequisite: CFTD-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.

ACA2: Advanced Relational/Systemic Clinical Theory

18 area credits/30 program credits:

CFTD 720 - Advanced Couple and Family Therapy Theory I

4

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.

CFTD 721 - Advanced Couple and Family Therapy Theory II

2

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.

CFTD 722 - Advanced Therapy with Intimate Relationships

3

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.

CFTD 724 - Advanced Family Therapy with Children and Adolescents

3

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.

CFTD 725 - Grief and Loss Through the Family Life Cycle

3

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 on 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.

CFTD 726 - Trauma and the Family System

3

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.

ACA3: Advanced Relational/Systemic Applications to Contemporary Challenges

3 area credits/33 program credits:

CFTD 730 - Diversity & Social Justice in CFT: Issues of Access & Equity

3

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 dimensions of culture within a social justice framework.

ACA4: Advanced Foundations of Relational/Systemic Teaching, MFT Relational/Systemic Supervision, Consultation, and/or Leadership

2 area credits/35 program credits:

CFTD 745 - AAMFT Approved Supervision Couple and Family Therapists

2

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. This course has been approved by AAMFT to meet the Fundamentals of Supervision requirements to become an AAMFT Approved Supervisor Candidate.

Plus 9 credits of electives* that specifically meet both/either Advanced Curriculum Areas 3 and 4

9 area credits/44 program credits

Advanced Practical Experience (Practicum, Internship, and Dissertation)

15 area credits/59 program credits:

CFTD 703 - CFT Clinical Practicum & Seminar I

3

CFT doctoral students will complete three consecutive semesters of supervised clinical practicum providing individual and relational therapy for the development of advanced systemic clinical skills while concurrently taking coursework. Students will receive supervision from their site supervisor as well as participate in practicum seminar provided by an AAMFT Approved Supervisor or Supervisor Candidate including individual and group supervision. Supervision will be rotating case presentation using notes and audio/video/digital recordings to focus on advanced theoretical analysis, skills building and case consultation as well as a focus on self-of-the-therapist.

CFTD 704 - CFT Clinical Practicum & Seminar II

3

CFT doctoral students will complete three consecutive semesters of supervised clinical practicum providing individual and relational therapy for the development of advanced systemic clinical skills while concurrently taking coursework. Students will receive supervision from their site supervisor as well as participate in practicum seminar provided by an AAMFT Approved Supervisor or Supervisor Candidate including individual and group supervision. Supervision will be rotating case presentation using notes and audio/video/digital recordings to focus on advanced theoretical analysis, skills building and case consultation as well as a focus on self-of-the-therapist.

CFTD 705 - CFT Clinical Practicum & Seminar III

2

CFT doctoral students will complete three consecutive semesters of supervised clinical practicum providing individual and relational therapy for the development of advanced systemic clinical skills while concurrently taking coursework. Students will receive supervision from their site supervisor as well as participate in practicum seminar provided by an AAMFT Approved Supervisor or Supervisor Candidate including individual and group supervision. Supervision will be rotating case presentation using notes and audio/video/digital recordings to focus on advanced theoretical analysis, skills building and case consultation as well as a focus on self-of-the-therapist.

CFTD 865 - CFT Doctoral Internship I

1

Prerequisites: Successful completion of coursework (with the exception of some specials 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. Students cannot register in internship and dissertation concurrently.

CFTD 866 - CFT Doctoral Internship II

1

Prerequisites: Successful completion of coursework (with the exception of some specials 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. Students cannot register in internship and dissertation concurrently.

Prerequisites: Student must complete CFTD-865 prior to registering for this course.

CFTD 875 - CFT Dissertation Prep Seminar

1

Popular culture is often absorbed without thinking critically about its content or consequences. This is remarkable given the enormous impact it has on our lives, our identities and our consciousness. We often do not stop to think or

question the underlying assumptions of popular culture, nor do we think about for what or whom such assumptions or content may support. Questions of power and ideology are deeply interwoven in popular culture despite their seeming absence. Additionally, popular culture has an incredible impact on how we view ourselves as individuals and in relation to others. This course will focus on the reciprocal relationship between being influenced and influencing popular culture and our responsibility as socially just couple and family therapists.

CFTD 862 - Dissertation Literature Review

1

This course will focus on supporting students in making progress on their dissertation literature review. Students will develop an organized search strategy, find resources, and create a concrete outline of their dissertation literature review. Students must have selected a dissertation topic and dissertation chair prior to starting this course in order to maximize the benefits. This course will not cover research methodology.

CFTD 876 - CFT Dissertation I and Proposal Defense

1

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 Dissertation Chair for review, the student will submit the document to the entire committee for formal review. The doctoral student will defend the proposal in an oral presentation to the dissertation committee. With the approval of the committee, the student may then register for CFTD-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 CFTD-876 until the proposal has been successfully defended.

CFTD 877 - CFT Dissertation II

1

Prerequisite: CFTD-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 CFTD-877. Once IRB approval has been granted, the student will 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 CFTD-877. Students are also required to have attended at least one dissertation defense prior to completion of CFTD-877.

Prerequisites: Student must complete CFTD-876 prior to registering for this course.

CFTD 878 - CFT Dissertation III and Oral Defense

1

Prerequisite: CFTD-877. Once CFTD students have received IRB approval and/or successfully completed the goals of CFTD-877, they may enroll in the CFTD-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 CFTD-878. Continuous registration will be required until the defense has been passed and the document has been approved and submitted.

Prerequisites: Student must complete CFTD-877 prior to registering for this course.

***Elective Courses (students must complete nine credits):**

CFTD students are recommended to take these elective courses during the advanced curriculum but can take them during internship and dissertation with faculty adviser approval.

CFTD 681 - CFT Special Topic 1

1

This one-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 682 - CFT Special Topic 2

2

This two-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 683 - CFT Special Topic 3

3

This three-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 711 - Couples and Families in Crisis: Forensic Work From a Systemic Perspective

1

This one credit elective course offers insight into working with couples and families in unique crisis situations and special populations. Topics include: working with victims of intimate partner violence and when children are witnesses; persons who use violence against their partners; children with trauma reactions related to having witnessed violence; childhood sexual abuse and incest survivors; undocumented immigrants; survivors of natural disasters; first responders; and foster families.

CFTD 728 - Divorce Mediation and Conflict Resolution with Couples

3

This course is about understanding conflict, resolution, and divorce mediation from a relational lens and through a systemic 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.

CFTD 732 - Integration of Religion and Spirituality in CFT

3

This course examines the integration of religion and spirituality into couple and family therapy. Students will critically examine the literature on spirituality and religion, explore diverse spiritual and/or religious paths, and discuss the potential benefit/harm of spiritual and/or religious beliefs. Students will develop skills to integrate spirituality into treatment. Throughout the course, students will explore self-of-the-therapist issues and the impact of culture, power, and privilege on clients and their experiences.

CFTD 735 - Working Systemically With Sexual and Gender Minority Populations

3

The goal of this course is for students to feel more confident working with sexual and gender minority populations in the therapy room. This goal will be achieved by utilizing a systemic lens while learning about these clients and creating interventions to exercise in your clinical practice. Though sexual and gender minority populations are commonly known under the LGBTQ+ umbrella, this course will provide a respectful prominence and balance that 1) the experiences of gender minorities and sexual minorities are very different experiences and 2) represent the umbrella in the significant and powerful way. The course will provide opportunities to learn through lectures, readings, role plays, and demonstrations of foundational aspects of the therapeutic process to practice the therapeutic skill set.

CFTD 736 - Medical Family Therapy

3

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 and the impact of dimensions of culture, power, and privilege will be emphasized throughout the course. Also, issues of collaboration between marriage and family therapists and other healthcare professionals will be discussed.

CFTD 738 - Gerontology Issues in Family Therapy

3

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.

CFTD 746 - AAMFT Approved Supervision of Supervision I

1

This series of three one-credit courses is for CFT doctoral students and supervisor candidates and can only be taken with special approval by the Clinical Training Director. Students must register for all three credits in consecutive semesters - fall, spring, and summer. Supervisor candidates will provide direct supervision to masters level clinicians under the supervision and mentorship of an AAMFT Approved Supervisor throughout the semester. Supervisor

candidates will review and discuss supervision cases and continue developing their own 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.

Prerequisites: Student must complete CFTD-745 prior to registering for this course.

CFTD 747 - AAMFT Approved Supervision of Supervision II

1

This series of three one-credit courses is for CFT doctoral students and supervisor candidates and can only be taken with special approval by the Clinical Training Director. Students must register for all three credits in consecutive semesters - fall, spring, and summer. Supervisor candidates will provide direct supervision to masters level clinicians under the supervision and mentorship of an AAMFT Approved Supervisor throughout the semester. Supervisor candidates will review and discuss supervision cases and continue developing their own 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.

Prerequisites: Student must complete CFTD-746 prior to registering for this course.

CFTD 748 - AAMFT Approved Supervision of Supervision III

1

This series of three one-credit courses is for CFT doctoral students and supervisor candidates and can only be taken with special approval by the Clinical Training Director. Students must register for all three credits in consecutive semesters - fall, spring, and summer. Supervisor candidates will provide direct supervision to masters level clinicians under the supervision and mentorship of an AAMFT Approved Supervisor throughout the semester. Supervisor candidates will review and discuss supervision cases and continue developing their own 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.

Prerequisites: Students must complete CFTD-747 prior to registering for this course.

CFTD 789 - Creative Intervention with Couples and Families

1

This one credit 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 Sculpt, and Music Therapy. This is a hands-on experiential class.

CFTD 802 - hooks & Hardy

2

This course is designed to explore the scholarly works of bell hooks and Ken Hardy. Multiple writings of bell hooks and Ken Hardy provide frameworks to increase critical thinking in examining complex layers of cultural forces that impact lived experience and propose paradigms for impacting systemic change. Students will participate in critical reflection and sustained dialogue about hooks and Hardy's concepts as well as engage in assignments that apply concepts to their own work. In addition, students will explore how the works of hooks and Hardy can increase the capacity to advance Adler University's mission of social justice and social responsibility.

CFTD 804 - Adult Attachment Theory

2

This course will provide students with an overview of conceptual and empirical issues in adult attachment theory and its theoretical application in working with couples. Through the use of vignettes, role-plays, and educational videos, students will be helped to conceptualize dyadic stress with an attachment focus to work with couples to recreate healthier bonds. Application of adult attachment models with specific populations will be reviewed. Self-of-the-therapist aspects that may arise in applying adult attachment models will be addressed.

CFTD 805 - Divorce

1

The purpose of this seminar is to examine specific issues for families who are experiencing divorce. Topics include the culture of divorce, the impact of divorce, the aftermath of divorce for men, women, and children, and remarriage and blended families. Students are encouraged to examine their current beliefs about divorce in regard to the classroom material presented and are encouraged to see, experience, and understand the world from different perspectives. Students will participate in activities to promote self- and other-awareness.

CFTD 807 - Infidelity

1

Infidelity is a common presenting problem in couple, family, and individual therapy with presentation ranging from the aftermath for couples and families to individuals deciding between their partner and their affair. This seminar will define infidelity understanding the critical issues and look at the treatment of infidelity in couples, families, and individuals as well as reflect on the impact of treating infidelity on clinicians.

CFTD 811 - Pop-Culture and Couple and Family Therapy

1

Popular culture is often absorbed without thinking critically about its content or consequences. This is remarkable given the enormous impact it has on our lives, our identities and our consciousness. We often do not stop to think or question the underlying assumptions of popular culture, nor do we think about for what or whom such assumptions or content may support. Questions of power and ideology are deeply interwoven in popular culture despite their seeming absence. Additionally, popular culture has an incredible impact on how we view ourselves as individuals and in relation to others. This course will focus on the reciprocal relationship between being influenced and influencing popular culture and our responsibility as socially just couple and family therapists.

CFTD 815 - Consensus Rorschach

1

The Consensus Rorschach (CR) is a projective technique for the assessment of couples that has been used to elicit and analyze communication styles, power and control dynamics, emotional processes, and interpersonal stress dynamics. This seminar will provide the history of the technique, training in the administration and interpretation of the protocol, and cutting edge research on the use of the Consensus Rorschach with couples.

CFTD 821 - Private Practice

1

This one-credit course introduces students to the insides of life in private practice. Whether it be a group practice, co-op practice, or solo business, working in private practice offers unique opportunities and challenges. Students will learn the four areas of being successful in private practice as well as the logistical, administrative, ethical and business aspects that go into starting a private practice.

CFTD 823 - Building a Psychoeducation Program

1

Psychoeducation is an evidence-based practice (EBP) that can give information and support to families with a member with a diagnosis of mental and/or physical illness, and they also provide opportunities to build your clinical practice and reach clients who may be reluctant to attend therapy. This seminar will walk you through the steps of developing a psychoeducational program on the topic of your choice - developing the content, choosing the delivery mode, and integrating methods for evaluation.

CFTD 825 - Working with Families with a Child with Special Needs

1

This seminar will focus on meeting the needs and working with families with a child with special needs. Learning objectives include a focus on the impact of a child with special needs on the family including parenting issues, the couple relationship, and on siblings. Additionally, the process that a child with special needs goes through in determining the need to receive special education including a discussion on the differences of accommodations versus modifications.

CFTD 827 - How to Publish a Book in the Field of Mental Health

1

One important aspect of a career in the field of mental health is writing and publishing. Whether it be a research paper, essay, book, or blog, putting our insights into written word can be a crucial component of being a clinician. This seminar will introduce students to the process of publishing a book in the field of mental health. Participants will learn how to navigate the world of publishing, find a publisher and agent, and how to pitch your work to commercial and academic publishers. A particular focus will be paid to developing and crafting the contents of student book ideas, as well as learning the nuts and bolts of getting a book published.

CFTD 831 - Becoming a Kink-Aware Professional: An Exploration of Kink and BDSM

1

This course will explore Kink and BDSM practices in sexuality within a systemic framework. Students will be expected to engage in intrapersonal work exploring their own attitudes and biases about Kink and BDSM practices and analyze how countertransference may impact their clinical work. Through didactic learning, students will become familiar with specific vocabulary and communication strategies that are utilized during BDSM scenes and Kinky play to foster consent. Students will increase their awareness of clinical assessment strategies to determine when situations promote safety versus abuse; students will learn appropriate clinical interventions to use in situations where abuse is present. Professional development in the field of sexuality will also be emphasized to help students foster a safe clinical

environment for Kinksters and BDSM practitioners. Students will be instructed to practice self-care and be prepared as lectures may contain explicit content.

CFTD 833 - Perinatal Mental Health

1

Perinatal mood disorders and the special issues that present during the perinatal period are prevalent. This course will examine the unique challenges and special considerations when working with couples and families during this period in the family life cycle. Students will be provided an introduction to special topics inherent in working with perinatal clients including, but not limited to, perinatal mood disorders, infertility and perinatal loss, self-of-therapist when working with perinatal clients, and assessment and intervention strategies for individuals, couples, and families.

CFTD 837 - Introduction to Consensual Nonmonogamy

1

This course will explore various forms of consensual nonmonogamy within a systemic framework. Through didactic learning, the student is expected to gain knowledge regarding the various relational configurations of consensual nonmonogamy and an understanding of the specific vocabulary utilized by those within the community. The student is to use their systemic understanding to conceptualize, assess, and effectively use interventions within the consensual nonmonogamy community. The student is expected to explore and challenge their own potential biases and areas of countertransference that would come up in clinical work with the consensual nonmonogamy community. The student will creatively collaborate on how to foster safe and sensitive spaces for consensual nonmonogamy clients, as well as how to effectively market themselves as allied clinicians. The class will promote ongoing self-care and preparation as the class will include sensitive and/or explicit materials.

CFTD 841 - Men's Mental Health

1

While there is a shared need to connect to self and others, the differences between men and women and how they connect are distinct in some ways. Clinical understanding related to the needs of each gender should not be based solely on assumptions and personal experiences but should also include an integration of human development knowledge and empirical research. This seminar will focus on key mental health issues specific to men. Topics for consideration will include men's developmental tasks across the lifespan, men's mental health risks and challenges, an examination of how men function within intimate partnerships and family systems, and key clinical considerations for supporting the well-being of men. Diversity considerations will also be incorporated across topics.

CFTD 843 - Exploring Stereotypes of Women

1

This course is designed to help students critically examine and explore stereotypes specific to women of color. This course will focus on the intersectionality of race, gender, class, and geographical variables that create racialized gender stereotypes for women of color. Through class readings, educational videos, and media, students will discuss and reflect on these stereotypes impact perceptions, thoughts, beliefs, behaviors, and interactions.

CFTD 861 - Introduction to Mediation for Couples and Families

1

This course will cover the basics of mediation and how to apply these skills to your therapy practice to help couples and families resolve disputes more effectively and communicate in healthy and helpful ways. Course topics will include: types of mediation, aspects of positive communication, how to have difficult conversations, family and divorce mediation, parenting coordination, and how to build mediation into your therapy practice. Students will read about the steps involved in mediation, watch videos demonstrating these steps, and practice conducting mediation sessions via role plays.

CFTD 863 - Clinical Risk Management Suicide in Couples and Families

1

This seminar will focus on suicide as an issue of clinical risk management in therapeutic work with families. A self-of-the-therapist lens will be used to help develop the student's ability to respond to clients in crisis specifically focusing on interpersonal behaviors, reactions, risk factors and intervention strategies. Suicidal ideation as well as working with families after loss to suicide will be reviewed.

CFTD 870 - International Immersion and Cross-Cultural Studies

3

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.

SEX 690 - A Biopsychosocial Approach to Sexuality Across the Lifespan

3

This course will explore developmental sexuality across the lifespan including sexual and reproductive anatomy and physiology, human sexual response cycles, and the normative developmental tasks and challenges related to sex and sexuality from a biopsychosocial perspective. Competency understanding, assessing, and conceptualizing sexuality in a sex-positive way at various life stages including clinical interventions and improved communication skills addressing common challenges will be introduced. Students will explore the impact of gender as it pertains to the development of gender identity, gender expression and gender roles across the lifespan. In addition, students will develop a thorough understanding of unique considerations in working within LGBTQIA+ populations, including Queer Affirmative clinical approaches and interventions. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 691 - Sexual Attitude Reassessment (SAR)

1

This course is an intensive in-person and experiential workshop designed to allow participants to examine and process their sexual attitudes, values, and beliefs through exposure to various kinks, fetishes, and sexual themes. Highly experiential in nature, the SAR involves exposure to films, documentaries, lectures, guest speakers and workshop activities with a focus on processing in both large and small groups. At the end of the course, participants are tasked with writing a paper sharing the impact of the SAR on their sexual attitudes and professional philosophy in sex therapy.

This course is a 14-hour workshop over 3 days (Friday - Sunday). This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 14 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 692 - Diversity in Sexuality: Socio-Cultural, Medical, Technological, and Ethical Influences

3

This course will examine the socio-cultural, medical, technological and ethical factors impacting the current landscape of sex and sexuality. Students will explore the impact of race, religion, ethnicity, socioeconomic status, gender and ability on sexual values, attitudes and behaviors, including an understanding of the impact of a range of pervasive social justice issues on sexual functioning and satisfaction. Diversity in sexual expression and lifestyles including consensual non-monogamy, polyamory, kink, BDSM and fetishes as well as the unique considerations for these populations and lifestyles will be reviewed. From a sex-positive, culturally competent place, students will further explore the impact of changing technology used for both pleasure enhancement and the risks of maladaptive use. Students will also gain competency in ethical decision-making and best practice in sex therapy becoming knowledgeable about the history of sex therapy research. Primary to this course is the expectation that students will engage in personal reflections around their own sexuality including learning to complete a thorough sexual history. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 693 - Sex Therapy in Action: Assessment, Diagnosis, and Treatment of Psychosexual Issues and Dysfunction

3

This course will cover the practice of sex therapy through the assessment, diagnosis, and treatment of psychosexual disorders in the DSM-V including sexual issues arising from trauma, medical or mental health factors, relational factors, or environmental factors. Students can expect to learn several models and theories from both an individual and relational perspective to effectively diagnose and treat sexual functioning issues in people with penises and people with vulvas, as well as out-of-control sexual behaviors and paraphilic disorders. Students will explore the short and long-term impact of sexual abuse and trauma on sexual functioning including clinical skills in application with survivors through a trauma-informed lens. This course will also cover professional communication, collaboration, and supervision skills in order to offer an integrated treatment model and to gain knowledge in appropriate referral practices to other healthcare providers. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

Total Credits of Required* Coursework: 59

*See previous explanation of requisite coursework that may add to the overall credits and timeline of the program.

Due to the limited size of entering cohorts, courses listed under ACA1 and ACA2 are offered every other year, while courses listed under ACA3 and ACA4 are typically offered in each academic year.

The department chair surveys incoming and continuing CFT students to schedule upcoming elective courses, which are typically offered no more frequently than every other year. Additionally, if there is insufficient student interest to support an elective course offering, it may be canceled.

The advanced practical experiences required to be completed by CFTD students include clinical practicum, the doctoral qualifying exam, internship, and dissertation. CFTD students engage in grant writing and the foundational component of MFT relational/systemic supervision in the advanced curricular areas; clinical practice/innovation in their practicum; advanced clinical theory in their qualifying exam; advanced research with the successful defense of their dissertation; and the opportunity to sharpen previous skills or focus on a fourth skill through their internship. Additionally, students are required to engage in presenting and professional writing as part of their Ph.D. Portfolio completed within their advisee relationship. CFTD students develop advanced clinical theory and clinical practice/innovation through a three-consecutive semester clinical practicum typically done concurrently with the second year of coursework. The clinical practicum culminates in the doctoral qualifying exam (DQE). This is the opportunity for students to demonstrate their achievement of the program's student learning outcomes.

CFTD students are also required to complete a dissertation demonstrating skills in advanced research.

Each student completes a developed internship that meets their professional goals focusing on any of the following selected experiences:

- Advanced research.
- Grant writing.
- Teaching.
- MFT relational/systemic supervision.
- Consultation.
- Advanced clinical theory.
- Clinical practice/innovation.
- Program development.
- Leadership.
- Policy.

Students are required to either/both build on skills already included in the advanced curriculum and advanced practical experiences or select a new skill to learn and practice to add to their professional identity in preparation for their planned career post-degree.

Internships can begin after the completion of coursework (some electives may be the exception).

The CFT Department Handbook, CFT Clinical Training Manual, and the CFT Dissertation Guidebook further describe these degree components.

Doctor of Psychology in Clinical Psychology

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Program Overview

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

The Psy.D. program trains clinical psychologists who empower individuals and strengthen communities around the globe. This is distinctive to Adler University as the program enables students to understand the role of social context in

human functioning and to integrate this understanding into their professional practice. Adler University continues the visionary work of Alfred Adler, and graduates 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. In addition to the broader scope of psychological theories, students receive training in the theories and methods of Alfred Adler, providing them 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.

This primary program aim is grounded on the following professional competencies: assessment, intervention, ethical and legal standards, individual and cultural diversity, professional values, attitudes and behaviors, communication and interpersonal skills, supervision, consultation and interprofessional/interdisciplinary skills, and research. In addition, the program is guided by 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 psychology's foundations, knowledge base, and science.

The program follows the guidelines the American Psychological Association (APA) set forth regarding 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 APA fully accredits the program and meets the National Register of Health Service Psychologists' requirements and state licensure guidelines.

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

Review of Applications

The application priority deadline is Feb. 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.

Admission Requirements

Applicants to the Psy.D. program must have a baccalaureate degree 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 GPA of 3.0 or higher on a 4.0 scale for undergraduate or graduate coursework. Applicants who have a record of, commitment to, and experience in community service nationally or abroad are encouraged to apply. Applicants must have at least 18 semester credit hours in psychology with grades of C or better. Minimum required courses should include general or introductory psychology, abnormal psychology, and research methods or statistics. All prerequisites must be completed by the end of a student's first semester at Adler University. Equivalent coursework in other social and natural sciences may also be considered. The Graduate Record Examination is optional for applicants. Approved applicants will be invited to a personal interview as a final step in the application process.

Length of Program

The doctoral program is structured as full-time and is to be completed in five years. Consistent with the full-time attendance structure (nine credit hours or more per term), students should plan to spend four years in coursework and practicum experiences, followed by a one-year(full-time) or two-year(half-time) internship. Students are required to

enroll full-time to complete the program in a timely manner. Part-time study may be permitted for a limited time for extenuating circumstances and requires approval of the student's academic advisor and department chair. The student must meet the program's residency requirements specified in the Program Residency Policy. Due to the demands of study and clinical training, students should plan on prioritizing their engagement in the program, and outside employment is typically not advisable and very limited work may be possible 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 the 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. Students follow specific student advisement plans that outline the course sequence for the doctoral program curriculum and provide guidelines for students to complete requirements in a timely manner that 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 Psy.D. degree requirements 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. To be considered a full-time student, students are required to register for nine credit hours per semester or 27 credit hours per academic year. Students registered for practicum, dissertation, or internship are considered 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 doctoral candidacy admittance, students must 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 practicum training in the program before going for an internship. All students are required to complete a one-year, full-time or two-year, half-time internship to meet the requirements for the Psy.D. degree. The complete Psy.D. Program Residency Policy can be found in the Psy.D. Program Policies and Procedures Handbook.

Doctoral Candidacy

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. Program Policies and Procedures Handbook.

Psy.D. Program Grade Policy

Students must achieve at least a grade of B to pass a course successfully. Students who receive a grade below B on any required course must retake the course to have it counted toward the Psy.D. degree. Students who received a grade below B on an elective course may retake it or take another equivalent elective course to have it counted toward the Psy.D. degree. The complete Psy.D. grade policy can be found in the Psy.D. Program Policies and Procedures Handbook.

Qualifying Examinations

In addition to satisfying coursework, practica, and other program requirements, students must also pass two clinical qualifying examinations. Qualifying examinations are important benchmarks completed at several points in the doctoral

curriculum that allow students to integrate course material and practical training, reflect on their educational and training experiences, and apply their learning to clinical and social issues.

The two qualifying examinations are clinical competency-based and are designed to model the examination style 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, Psy.D. Clinical Qualifying - Assessment Competency, consists of presentation of a clinical interview and mental status exam and resulting psychological report integrating their understanding of the client and including social history, diagnosis, and treatment plan; a paper integrating research with a pertinent clinical/social/diversity issue posed by the case; and analysis of skills, areas of growth and the impact of diversity issues on the pertinent clinical case.

Deadlines for submission of this examination and other details pertinent to the preparation and submission of required materials are described in the Psy.D. Clinical Qualifying Examination-Assessment 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, clinical interviewing, diagnostic formulation, treatment recommendations and professional ethics are evaluated. Students must register for and complete the Psy.D. Clinical Qualifying Examination - Assessment Competency during the spring term of their diagnostic practicum year.

The second clinical competency examination is the Psy.D. Clinical Qualifying Examination - Intervention Competency. Its format and intent are 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. This exam is also structured with a written submission component. Upon review and approval of these materials, there is an oral exam with a faculty reader to demonstrate skill integration. 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-Intervention Handbook. The prerequisite to take this examination is the successful completion of the assessment practicum, and Psy.D. Clinical Qualifying Examination - Assessment Competency.

Students must register for and complete the Psy.D. Clinical Qualifying Examination - Intervention Competency during the Spring semester of their therapy practicum year. Students must successfully pass this examination to receive approval from the Psy.D. The training director is eligible to submit application materials to internship sites. The Psy.D. qualifying exams are milestone experiences that allow 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 their advisor to address areas of deficit and may take this exam a second time and submit a new exam. Students who fail a doctoral qualifying exam will be referred to the Student Development Committee to develop a formal remediation plan. A second failure on either of these exams may result in dismissal from the program.

Practicum

An integral part of the doctoral program is the acquisition of practical skills gained in field placements. To integrate clinical skills, knowledge, and professional values, students complete supervised clinical experiences and have ongoing involvement in community service and clinical activities at various approved community partners and professional training sites. A dedicated team of training faculty within the department support, oversee, and monitor the approved training sites and students' training experiences.

In the first year, students 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 for a full year in an assessment practicum site, typically in their second year in the program. This practicum focuses on developing skills and providing experience in psychological assessment, diagnostic interviewing, and comprehensive evaluation and report writing.

In their third year, students then complete a full-year clinical intervention practicum focusing on developing skills related to intervention, working with diverse populations and settings, applying various treatment modalities and engaging in treatment planning.

Students conclude their practicum training by completing a required advanced practicum in their fourth year. This provides them with a deeper level of training within an advanced area of interest, integrating previously learned skills and knowledge with more complex populations and allowing refinement of developed assessment and/or intervention skills. As the focus is on integrating doctoral-level education with licensed doctoral-level supervised clinical training and consistent with accreditation standards, no transfer credit can be granted for practica credits earned elsewhere or in a previously completed Adler master's program.

Students must complete courses and academic prerequisites before being approved to begin each clinical practica.

First-year students will spend eight to 10 hours per week over the course of six months at an approved SJP site while concurrently enrolled in required coursework. A minimum of 200 hours is required for Social Justice Practicum. Students are expected to gain the minimum required hours over six months and no less.

At least one of the following courses must be taken concurrently with the Social Justice Practicum I and II: Ethics and Professional Development in Clinical Psychology (PSY 645) and/or Diversity and Individual Differences (PSY 642). Students must complete SJP with a credit grade to begin clinical practicum.

The Center for Civic Learning and Community Action 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 (16-20 hours) over the course of the year at an approved clinical practicum site. Students must also be concurrently enrolled in and attending a practicum seminar throughout their field training experiences. A minimum of 1,500 total hours of clinical practica (750 each for assessment and intervention practica) are required. Fourth-year students complete an advanced practicum to obtain in-depth training in their areas of interest and strengthen their learning experience. Advanced practicum students must complete a minimum of 600 total hours of practicum over the course of at least nine months at an approved practicum site, and they must concurrently enroll in the related practicum seminars throughout the training. Students complete at least 2,100 practicum hours across the three years of all their clinical practicum experiences. Most doctoral students complete more than the minimum number of hours prior to beginning their internship.

The dedicated training faculty team within the department works in collaboration with students to identify clinical experiences that meet the standards and requirements of the program. The training faculty team also supports students in selecting, applying, and completing practicum experiences and provides oversight of these field experiences and community partners. Students should refer to the Psy.D. Practicum Handbook, available on Adler Connect, for detailed information.

Master of Arts in Clinical Psychology

Upon successful completion of all the course requirements for the first two years of the Psy.D. degree, as well as successful completion of a clinical practicum and the A-CQE competency exam, students who first matriculated in the Psy.D. program in Fall 2013 and subsequent cohorts, are eligible to be awarded the Master of Arts in Clinical Psychology. This is a non-terminal degree that is integral to the doctoral program. As a non-terminal degree, it does not serve as an independent clinical degree eligible for licensure.

Internship

An important component of doctoral-level training and requirement for completing the Psy.D. program is a 2,000-hour internship at an approved site over a 12-month (full-time). The internship is designed to provide intensive advanced

clinical training, building on 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 Adler University. All students are required to participate in the APPIC match process for internship placement. Students participate in this national match process and may apply to and complete the final internship experience in many accredited internship programs across the country.

Students must complete all doctoral program requirements, except for dissertation coursework and defense, before beginning an internship. The training director works closely with students to assess readiness to apply for, accept, and begin an internship and 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.

The Internship Handbook on Adler Connect and on LMS Canvas provides specific information regarding internship requirements.

Psy.D. Dissertation

The Psy.D. dissertation is designed to contribute to a student's knowledge, skills, and value of scholarship and research, 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 multiple case study methodologies 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.

Prior to formally beginning work on their Psy.D. dissertation, students must successfully complete the Psy.D. Clinical Qualifying Examination in Assessment (PSY 790). In addition, Statistics (PSY 737), Quantitative Research Methods in Clinical Psychology (PSY 738), and Qualitative Research Methods in Clinical Psychology (PSY 739) must be completed before registering for the first Psy.D. Dissertation course. Students work with a faculty member in their area of interest to chair their dissertation committee and to develop a suitable dissertation topic. Beginning in their third year, students register for a series of six semesters of Psy.D. Dissertation (0.5 credit each for Dissertation I-VI) and work closely with their dissertation chair and committee across their third and fourth year in the program, starting from developing and successfully defending their dissertation proposal to completing their dissertation.

The dissertation project's topic, format, and scope 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. Students must also submit their dissertation proposals to the Adler University IRB committee following approval by their committee before beginning any data collection or similar dissertation activities. The committee chair must be a Psy.D. program faculty member. It is permissible for outside experts to be involved in the dissertation as committee members and outside readers, with the approval of the dissertation and department chairs. Requirements for the doctoral dissertation are detailed in the program's Dissertation Handbook available on Adler Connect and on Canvas LMS.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses and seminars.
2. Satisfactory completion of a minimum of 2,100 hours of clinical practicum.
3. Satisfactory completion of Social Justice Practicum I and II.
4. A cumulative GPA 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 edited dissertation to the Psy.D. department and ProQuest.
10. Submission of completed graduation application and full payment of all outstanding tuition and fees.

Degree Requirements

Note: Students enrolled in an emphasis will have priority to register in emphasis courses that are open to non-emphasis Psy.D. students.

* Courses from an emphasis that may be taken by non-emphasis students.

** Intervention and advanced intervention courses taken in excess of the required amount will meet the requirement of a general elective.

The following courses, exams, practica, seminars, dissertation, and internship are required for this degree:

Courses

*Successful completion of these first-year courses is required before beginning clinical practicum.

PSY 600 - Clinical Interviewing and Fundamental Skills

4

This course teaches entry-level doctoral students fundamental 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. (Course was modified and is applicable to students entering in 2019-20 AY or later.)

PSY 623 - Life Span Development

3

Social, cultural, biological and psychological issues of prenatal life, childhood, adolescence, adulthood and aging are presented. Psychosocial development, cognitive functioning, life transitions, coping and adaptation, work and retirement, bereavement and related issues are explored. The course focuses primarily on the theories and application of normal development using a systems approach.

PSY 642 - Diversity and Individual Differences

3

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 selfreflection 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

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) and 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

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, autism 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. Note: Offered only in the Fall term.

PSY 649 - Psychopathology II

3

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 schizophrenia 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) and 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. Note: Offered only in the Spring term.

PSY 659 - Community Psychology

3

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 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: Cognitive, Intellectual, and Academic Functioning And Required Lab

4

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. Course includes a required lab. (Course was modified and is applicable to students entering in the 2019-20 AY or later.) Note: Offered only in the Fall term.

PSY 662 - Integrative Assessment: Personality I And Lab

4

Prerequisite: PSY-661. This course provides students with an overview of the conceptual, theoretical, empirical, and psychometric issues in clinical assessment through self-report, actuarial, and narrative approaches to the psychological assessment of personality and psychopathology. Students will learn to administer, score, and interpret broadband measures, such as NEO Personality Inventory (NEO-PI-3), Minnesota Multiphasic Personality Inventory (MMPI-2/MMPI-A), the Personality Assessment Inventory (PAI/PAI-A), and narrow-band measures, such as the Beck Depression Inventory-II (BDI-II) and State/Trait Anxiety Inventory. The course also introduces students to the assessment of personality and psychopathology through the use of narrative methods such as the Thematic Apperception Test (TAT) and the Sentence Completion Series (SCS). In this course, students will also learn how to assess basic personality strengths and assets, to integrate data from clinical interviews, and to synthesize data from behavioral observations and mental status examinations. Moreover, the course teaches students to conceptualize personality from the perspective of multiple domains of functioning; to integrate cognitive/intellectual data; to compose summaries and case formulations; to formulate DSM-5 diagnostic impressions; to conceptualize treatment recommendations; to address unique referral questions; and to write integrative assessment reports based on the aforementioned sources of clinical data. Finally, this course will provide students with a framework for how to effectively organize and cross-validate findings for a comprehensive psychological assessment. This course includes a required lab. This course may not be transferred or waived, as it serves to prepare students for the Clinical Qualifying Examination - Assessment Competency. (Course was modified and is applicable to students entering in the 2019-20 AY or later.) Note: Offered only in the Spring term.

Prerequisites: Student must complete PSY-661 prior to registering for this course.

PSY 663 - Integrative Assessment: Personality II And Lab

4

Prerequisite: PSY-662. This course provides students with an overview of the conceptual, theoretical, empirical, and psychometric issues in clinical assessment through the use of the Rorschach Performance Assessment System (R-PAS). Students will learn to administer, score, and interpret this evidence-based, performance-based personality measure. Specifically, the course will prepare students to derive both nomothetic and idiographic findings about an individual's

personality functioning, including signs of psychopathology and wellness, using norm-referenced R-PAS data, content analysis of thematic data in Rorschach responses, and through sequence analysis. In this course, students will also learn how to assess basic personality strengths and assets, to integrate data from clinical interviews, and to synthesize data from behavioral observations and mental status examinations. Moreover, the course teaches students to conceptualize personality from the perspective of multiple domains of functioning, to integrate actuarial data from self-report personality tests, as well as from cognitive/intellectual tests. The course continues to emphasize the many foci of PSY-662, including composing summaries and case formulations, formulating DSM-5 diagnostic impressions, conceptualizing treatment recommendations, addressing unique referral questions, and writing integrative assessment reports based on the aforementioned sources of clinical data. This course continues to provide students with a framework for how to effectively organize and cross-validate findings for a comprehensive psychological assessment. This course includes a required lab. This course may not be transferred or waived, as it serves to prepare students for the Clinical Qualifying Examination - Assessment Competency. (Course was modified and is applicable to students entering in the 2019-20 AY or later.) Note: Offered only in the Summer term.

Prerequisites: Student must complete PSY-661 PSY-662 or be approved for a waiver of prerequisites before registering for this course.

PSY 709 - Diagnosis and Treatment of Addictive Disorders

3

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 mentally ill substance abusers (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historical 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

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

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.

Prerequisites: Students must complete PCO-402, PSY-710, or be approved for a waiver of prerequisites before registering for this course.

PSY 724 - Biological Bases of Behavior

3

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 737 - Statistics

3

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

PSY 738 - Quantitative Research Methods In Clinical Psychology

3

Prerequisite: PSY-737. This course introduces various approaches to research design, methodology, and data analysis. Doctoral students' clinical interests are integrated with information about a variety of research approaches, including theoretical and quantitative designs. Students are expected to conduct an extensive, guided review of professional psychological literature and research from the field and prepare a major research paper in an area of interest. The applicability of skills and approaches taught in this course to the subsequent preparation of the dissertation is emphasized, as is the use of American Psychological Association (APA) standards for the preparation of manuscripts. The import of ethical, socially responsible, and diversity issues in research is also addressed.

Prerequisites: Students must take PSY-637 PSY-737 or be approved for a waiver of prerequisites before registering for this course.

PSY 739 - Qualitative Research Methods In Clinical Psychology

3

Prerequisites: PSY-737. This course introduces students to the practice of qualitative research that is applicable to research and evaluation contexts in psychological practice. This course reviews the assumptions, theories, and processes of qualitative inquiry. Students will learn about the theoretical foundations necessary to understand qualitative inquiry and to enhance their abilities to conduct qualitative research and evaluation. (Course has been modified and is applicable to students entering in 2019-10 AY or later.)

Prerequisites: Students must take PSY-637 PSY-737 or be approved for a waiver of prerequisites before registering for this course.

PSY 832 - Cognitive and Affective Bases of Behavior

3

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.

Prerequisites: Student must complete PSY-724 prior to registering for this course.

PSY 833 - Social Psychology

3

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 - History and Systems

3

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

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.

Prerequisites: Student must complete PSY-659 prior to registering for this course.

PSY 910 - Supervision and Management in Clinical Psychology and Lab

4

Supervision and Management in Clinical Psychology and Lab 4 Credits This course, intended to occur late in the doctoral curriculum, during or just before the internship, focuses primarily on clinical supervision, with a 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 a required laboratory in which students engage in a formal peer supervision experience, including an audio taped series of supervision sessions with analysis and application of theoretical models. The course and lab experience are designed to provide beginning, applied supervisory skill development opportunity, and integrate knowledge and skill development in this advanced competency area through direct practice with peer supervision and application of "supervision of supervision" models. (Students entering in 2019-2020 AY. or later.)

Prerequisites: Student must complete PSY-862 or PSY-869 prior to registering for this course.

- PSY *** - Intervention Electives (two) Credits: 6
- PSY *** - Advanced Intervention Elective Credits: 3
- PSY *** - Another Intervention Elective from either category Credits: 3
- PSY *** - General Electives (five) Credits: 15

Qualifying Exams

PSY 790 - Doctoral Clinical Qualifying Examination - Assessment Competency

0

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 integrate 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.

Prerequisites: Students must complete PSY-767 and enrolled in PSY-768 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 890 - Doctoral Clinical Qualifying Exam - Intervention

0

Prerequisite: Successful completion of PSY-790; concurrent with 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.

Prerequisites: Students must complete PSY-790 or PSY-867 prior to registering for this course.

Nonclinical Social Justice Practicum

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

Clinical Practicum

The following clinical practicums and seminars are taken concurrently in a combined format with a total of one credit for both the seminar and practicum components:

PSY 767 - Doctoral Practicum and Seminar I

1

Assessment Seminar is 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training that focuses on developing skills and providing experience in psychological assessment. Practicum experience may not be transferred or waived.

Prerequisites: Student must complete PSY-600, PSY-623, PSY-642, PSY-645, PSY-648, PSY-649, PSY-661, PSY-662, PSY-663, PSY-667, PSY-668, & PSY-669 or be approved for a prereq waiver prior to registering for this course.

PSY 768 - Doctoral Practicum and Seminar II

1

Assessment Seminar is 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training that focuses on developing skills and providing experience in psychological assessment. Practicum experience may not be transferred or waived.

Prerequisites: Student must complete PSY-767 prior to registering for this course.

PSY 769 - Doctoral Practicum and Seminar III

1

Assessment Seminar is 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training that focuses on developing skills and providing experience in psychological assessment. Practicum experience may not be transferred or waived.

Prerequisites: Student must complete PSY-768 prior to registering for this course.

PSY 867 - Doctoral Practicum and Seminar IV

1

Therapy seminar is taken concurrently with the therapy practicum experience. 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, 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training focused on developing skills related to intervention/treatment. Practicum experience may not be transferred or waived. (Students entering 2019-2020 AY and later)

Prerequisites: Student must complete PSY-769 prior to registering for this course.

PSY 868 - Doctoral Practicum and Seminar V

1

Therapy seminar is taken concurrently with the therapy practicum experience. 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, 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training focused on developing skills related to intervention/treatment. Practicum experience may not be transferred or waived. (Students entering 2019-2020 AY and later)

Prerequisites: Student must complete PSY-867 prior to registering for this course.

PSY 869 - Doc Practicum and Seminar VI

1

Therapy seminar is taken concurrently with the therapy practicum experience. 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, 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. Students concurrently complete a minimum of 750 clock hours of supervised clinical training focused on developing skills related to intervention/treatment. Practicum experience may not be transferred or waived. (Students entering 2019-2020 AY and later)

Prerequisites: Student must complete PSY-868 prior to registering for this course.

PSY 967 - Advanced Practicum and Seminar I

1

This advanced seminar is taken concurrently with an advanced practicum experience. The 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, 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. Students are required to complete a minimum of 600 practicum hours in order to receive credit for this training experience. Advanced Practicum may not be transferred or waived. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-869 prior to registering for this course.

PSY 977 - Neuropsychology Advanced Practicum and Seminar I

1

Taken concurrently with the neuropsychological assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical neuropsychological assessment, to synthesize results and formulate diagnostic impressions, to write accurate and meaningful assessment reports, and to appreciate the role of culture and diversity in clinical neuropsychological work. Students review and discuss practicum cases and examine data from neuropsychological tests. The courses serve as peer consultation groups in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

PSY 968 - Advanced Practicum and Seminar II

1

This advanced seminar is taken concurrently with an advanced practicum experience. The 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, 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. Students are required to complete a minimum of 600 practicum hours in order to receive credit for this training experience. Advanced Practicum may not be transferred or waived. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-967 prior to registering for this course.

PSY 978 - Neuropsychology Advanced Practicum and Seminar II

1

Taken concurrently with the neuropsychological assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical neuropsychological assessment, to synthesize results and formulate diagnostic impressions, to write accurate and meaningful assessment reports, and to appreciate the role of culture and diversity in clinical neuropsychological work. Students review and discuss practicum cases and examine data from neuropsychological tests. The courses serve as peer consultation groups in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

Prerequisites: Student must complete PSY-977 prior to registering for this course.

PSY 969 - Advanced Practicum Continuation

0

This course is for students on advanced practicum who are continuing with their training in order to complete a minimum of 600 practicum hours. Students should only register for this course if additional practicum hours are required to complete their degree program. The Training Department makes the final determination on a student's eligibility to register for this course. (Students entering 2019-2020 AY or later.)

Prerequisites: Student must complete PSY-968 prior to registering for this course.

PSY 979 - Neuropsychology Advanced Practicum Continuation

0

Taken concurrently with the neuropsychological assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical neuropsychological assessment, to synthesize results and formulate diagnostic impressions, to write accurate and meaningful assessment reports, and to appreciate the role of culture and diversity in clinical neuropsychological work. Students review and discuss practicum cases and examine data from neuropsychological tests. The courses serve as peer consultation groups in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

Prerequisites: Student must complete PSY-978 prior to registering for this course.

First Year Seminars

PSY 667 - Professional Develop and Social Responsibility I

1

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 to engage 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 II

1

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 to engage 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.

Prerequisites: Student must complete PSY-667 before registering for this course.

PSY 669 - Diversity Seminar

1

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.

Prerequisites: Student must complete PSY-668 or be approved for a waiver of prerequisites prior to registering for this course.

Dissertation

PSY 892 - Doctoral Dissertation I

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for

review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-738, PSY-739 and PSY-790 prior to registering for this course.

PSY 893 - Doctoral Dissertation II

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-892 prior to registering for this course.

PSY 894 - Doctoral Dissertation III

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-893 prior to registering for this course.

PSY 992 - Doctoral Dissertation IV

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-894 prior to registering for this course.

PSY 993 - Doctoral Dissertation V

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-992 prior to registering for this course.

PSY 994 - Doctoral Dissertation VI

0.5

The steps and requirements for adequate progress through the Dissertation sequence are more fully outlined in the Doctoral Dissertation Handbook. Students begin to register for the dissertation sequence at the beginning of their third year in the program. Students are required to select a dissertation chair and committee and develop 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. 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 as they begin to develop their dissertation proposal and are guided through this process by their dissertation chair until the completion of their dissertation. Students must complete six semesters of Doctoral Dissertation I-VI for a total of three credits typically across their third and fourth year. Upon completion of their dissertation, students register for Dissertation Oral Defense PSY-998. If after six semesters of dissertation, students have not completed their dissertation and are not registered for internship, they are required to register for Doctoral Dissertation Continuation (PSY-904) to maintain enrollment until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner as outlined in the Dissertation Handbook. Any student who has received three consecutive grades of NC for Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR. (Students entering 2019-2020 AY or later)

Prerequisites: Student must complete PSY-993 prior to registering for this course.

PSY 904 - Doctoral Dissertation Continuation

0

Doctoral students who have completed Doctoral Dissertation VI (PSY-994) and have not yet successfully completed the Dissertation Oral Defense (PSY-998), must register each term for this course as they work to complete the dissertation to remain in good standing. Students enrolled in Doctoral Dissertation Continuation are expected to make steady and consistent progress on completion of their dissertation.

Prerequisites: Students must complete PSY-903 or PSY-994 prior to registering for this course.

PSY 998 - Doctoral Oral Defense

0

With permission of the Doctoral Dissertation Chair and Committee. Students defend their doctoral dissertation and must submit their dissertation for publication to complete the Doctoral Oral Defense. Students must submit the Certification of Preparedness form found in the Dissertation Handbook.

Prerequisites: Students must complete PSY-903 or PSY-904 or PSY-994 prior to registering for this course.

Internship

PSY 920 - Doctoral Internship Full Time I

0

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY-760, PSY-761, PSY-762, PSY-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 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.)

Prerequisites: Students must complete PSY-990 or PSY-790, PSY-616 or PSY-862 or PSY-869, PSY-991 or PSY-890, and PSY-697 or PSY-897 or PSY-894 prior to registering for this course.

PSY 921 - Doctoral Internship Full Time II

0

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY-760, PSY-761, PSY-762, PSY-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 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.)

Prerequisites: Students must complete PSY-740 or PSY-920 prior to registering for this course.

PSY 922 - Doctoral Internship Full Time III

0

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY-760, PSY-761, PSY-762, PSY-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 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.)

Prerequisites: Students must complete PSY-921 prior to registering for this course.

or

Total Credit Hours Required: 114

Electives

Menu of Required Intervention Electives**

All Psy.D. students choose two:

PSY 720 - Cognitive and Behavioral Therapy Approaches I

3

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 socialcognitive 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 - Psychoanalytic Approaches I

3

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.

Prerequisites: Students must take PCO-472, MAC-472, PSY-600 or be approved for a waiver of prerequisites before registering for this course.

PSY 722 - Humanistic and Existential Therapy Approaches I

3

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; 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 & Family Ther Appr I

3

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).

Prerequisites: Students must take MAC-472 PCO-472 PSY-600 or be approved for a waiver of prerequisites before registering for this course.

PSY 799 - Military Couple, Family, and Group Psychotherapy

3

Prerequisite: PSY-798 or permission of the Military Emphasis Coordinator. This course focuses on the treatment of military clients (including reserve and active duty, veterans, and 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, pre-deployment, deployment, combat deployment in the theater of war, return to duty, and reintegration into society. Students will also learn about ethical practices in the delivery of psychotherapy in military settings, in the Veterans Affairs healthcare system, and as private practitioners working with actively serving and veteran populations and their families. Note: Satisfies program requirement as a required regular intervention elective.

Prerequisites: Student must complete PSY-788 (old version) or PSY-798 prior to registering for this course.

(Military Emphasis students only; meets the requirement of PSY 723)

Menu of Required Advanced Intervention Electives**

All Psy.D. students choose one:

PSY 801 - Psychoanalytic Approaches II

3

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 (PSY-721) toward an advanced utilization of psychoanalytic theoretical approaches in the creation of integrated case conceptualizations, treatment planning, and effective interventions. Note: Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Student needs to complete PSY-721 prior to registering for this course.

PSY 802 - Cognitive and Behavioral Therapy Approaches II

3

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 on the knowledge and skills acquired in Cognitive and Behavioral Therapy Approaches I (PSY-720). 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. Note: Satisfies program requirement as an advanced intervention elective.

Prerequisites: Students must complete PCO-335 PSY-720 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 803 - Humanistic and Existential Therapy Approaches II

3

Prerequisite: PSY-722. 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. Note: Satisfies program requirement as an advanced intervention elective.

Prerequisites: Students must complete PSY-722 or be approved for a waiver of prerequisites before registering for this course.

PSY 804 - Couple and Family Therapy Approaches II

3

Prerequisite: PSY-723. This is an advanced course that will cover classical family and couples models through postmodern approaches. This course will build on the knowledge and skills acquired in Couples and Family Therapy Approaches I (PSY-723). 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. Note: Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Students must take MAF-662 or PSY-723 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 824 - Advanced Adlerian Interventions and Assessment

3

Prerequisites: PSY-710, PSY-711. This class will teach Adlerian theory and interventions within play therapy, group therapy, family therapy, and assessment of lifestyle and social interest. Theory and interventions related to children, adolescents, young adults, and the elderly will be reviewed as well as an in depth investigation and understanding 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. Note: Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Student must complete PCO-402 or PSY-710 and PSY-711 or be approved for a waiver of prerequisites before registering for this course.

Additional Intervention elective- students choose one more intervention course from either the foundational or advanced intervention menu above.

General Electives

Psy.D. students choose five from the courses listed below (regular and/or advanced). Emphasis courses meet this requirement. Intervention electives can also count towards general elective requirement.

Note: Students enrolled in an emphasis will have priority in registering for emphasis courses open to non-emphasis Psy.D. students.

*Courses from an emphasis that may be taken by non-emphasis students.

**Intervention and advanced intervention courses taken in excess of the required amount will meet the general elective requirement.

Regular Electives

Psy.D. students in their second year or beyond

PSY 712 - Bio-Psycho-Social-Spiritual Aspects of Addiction

3

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.

Prerequisites: Student must complete both PSY-645 and PSY-709 or be approved for a waiver of prerequisites prior to registering for this course.

(Substance Abuse Treatment Emphasis course open to second-year or beyond Psy.D. students)*

PSY 753 - Child and Adolescent Psychopathology and Assessment

3

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-TR diagnostic labels is stressed. This course also 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 is a required course for the Child and Adolescent emphasis, and it satisfies program requirement as a General Elective.

(C&A emphasis course open to second-year or beyond Psy.D. students)*

PSY 756 - Group Psychotherapy

3

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.

Prerequisites: Students must complete MAC-472 PCO-472 PSY-600 or be approved for a waiver of prerequisites before registering for this course.

(This course fulfills the open C&A elective requirement)

PSY 763 - LGBTQ+ Issues Across the Lifespan

3

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.

Prerequisites: Students must complete PCO-641 or PSY-642 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 784 - Introduction to Military Psychology

3

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 that are applied to the military environment includes the selection of recruits for the armed forces, determining which recruits will be best suited for various military occupational specialties, fitness for duty via the Comprehensive Soldiers Resilience Program, as well as performing analysis on humanitarian and peace-keeping missions to determine procedures. Other applications of military psychology include its intersection with social policy, particularly with respect to issues of diversity within the military. Note: Satisfies program requirement as a General Elective.

(Military emphasis course open to second-year or beyond Psy.D. students)*

PSY 785 - Psychology of Combat & Conflict

3

Prerequisite: PSY-784 or permission of the Military Emphasis Coordinator. 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 manifestations 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 post-deployment. Note: Satisfies program requirement as a General Elective.

Prerequisites: Student must take PSY-300, PSY-771 PSY-784 or be approved for a waiver of prerequisites prior to registering for this course.

(Military emphasis students only)

PSY 870 - International and Cross-Cultural Studies

3

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. This course has additional costs including travel, room and board, and spending money.

Prerequisites: Students must complete PSY-642 prior to registering for this course.

Advanced Electives

PSY 706 - Trauma Focused Approaches to Interventions

3

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 traumarelated symptoms, and the major approaches to treatment and prevention of PTSD in the aftermath of trauma. The research-supported approaches to be covered include phaseoriented 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. Note: Required course for the Traumatic Stress emphasis. Satisfies program requirement as an advanced intervention elective.

(Traumatic Stress emphasis priority; open to all third-, fourth-, and fifth- Psy.D. students; this course fulfills the open C&A elective requirement)*

PSY 713 - Advanced Treatment of Addictive Disorders

3

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. Note: This class is required for the Substance Abuse emphasis.

Prerequisites: Student must complete PCO-438 or PSY-709 and PSY-305 PSY-645 or be approved for a waiver of prerequisites before registering for this course.

(Substance Abuse Treatment emphasis course open to all third-, fourth-, and fifth- year Psy.D. students)*

PSY 717 - Primary Care Psychology

2

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.

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 718 - Medical Terminology and Conditions for Primary Care Psychologists

1

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.).

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 719 - Mindfulness Meditation

3

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.

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

- PSY 733 - Theories and Techniques of Clinical Hypnosis

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 735 - Assessment & Intervention in Behavioral Medicine I

3

Prerequisites: PSY-720, PSY-737. 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 that integrate wellness will involve disorders such as hypertension, diabetes, and somatoform disorders. Assessment using common behavioral medicine instrumentation will be covered. Experiential learning will be incorporated in this course in order to deepen the student's understanding of the perspective of the patient. Note: Required course for the Primary Care emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PCO-335 or PSY-720 PSY-637 or PSY-737 or be approved for a waiver of prerequisites before registering for this course.

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 736 - Assessment & Intervention in Behavioral Medicine I

3

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. Note: Required course for the Primary Care emphasis and the Behavioral Medicine emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PSY-735 or be approved for a waiver of prerequisites before registering for this course.

(Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 754 - Special Topics in the Treatment of Children, Adolescents, Young Adults, and/or Families

3

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. Note: This course meets the elective requirement for students in the Child and Adolescent emphasis.

(This course fulfills the open C&A elective requirement; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 757 - Child and Adolescent Psychotherapy

3

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 term. Required course for the Child and Adolescent emphasis. Note: Satisfies program requirement as a General Elective.

Prerequisites: Students must take PSY-753 or be approved for a waiver of prerequisites before registering for this course.

(C&A emphasis course; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 758 - Biofeedback

3

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. Note: Satisfies program requirement as General Elective.

Prerequisites: Students must complete PCO-472 PSY-600 or be approved for a waiver of prerequisites before registering for this course.

(Primary Care emphasis priority; open to third-, fourth-, and fifth-year Psy.D. all students)*

PSY 764 - Neuropsychology I: Neuroanatomy

3

This course is the first in a three course sequence designed to familiarize students with the foundations of neuropsychological assessment. This course provides a detailed overview of neuropsychological assessment techniques in common usage. It provides a review of basic neuroanatomy and neurophysiology, as well as an introduction to cognitive functions. Administration and scoring of various neuropsychological assessment instruments is emphasized, and issues of test administration and scoring in a socio-cultural context are included. NOTE: This class is only offered in the FALL semester. **(Required course for the Clinical Neuropsychology Concentration)

Prerequisites: Students must complete PSY-624 or PSY-663 and PCO-649 or PSY-649 or be approved for a waiver of prerequisites before registering for this course.

PSY 765 - Neuropsychology II: Neuropsychological Assessment

3

Prerequisite: PSY-764. This course is a continuation of PSY-764 and is designed to be taken immediately after this prerequisite. This course builds on the material from PSY-764 and focuses on the neuropsychological assessment of neurocognitive disorders, including but not limited to, dementia, traumatic brain injury, cerebrovascular accident, and psychological disorders. Integrative interpretation of neuropsychological assessment results is emphasized. NOTE: This course is only offered in the SPRING semester. **(Required course for the Clinical Neuropsychology Concentration)

Prerequisites: Student must complete CEN-720 PSY-764 or be approved for a waiver of prerequisites before registering for this course.

PSY 797 - Testing, Assessment, and Treatment in DOD and VA Healthcare Systems

3

Prerequisite: PSY-785 or permission of the Military Emphasis Coordinator. 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 of 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, and military service-informed interpretation of commonly used tests in the Department of Defense (DoD) and Veterans Affairs (VA) healthcare systems. Concurrently, students will be presented with a brief exploration of the structures, function, and policies of these federally administered medical and behavioral health delivery systems. In addition, students will learn about direct service delivery to active duty service members on base, off base, and in theaters of war, as well as in the VA healthcare system's direct service delivery to military veterans, retirees, and their families in the United States. Moreover, this course will focus on the delivery of empirically supported behavioral health treatments in the DoD's and VA's healthcare systems. 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, post-traumatic stress symptoms, acute stress disorder (ASD), and post-traumatic stress disorder (PTSD) and accompanying comorbidities, among others. Note: Satisfies program requirement as a general elective.

Prerequisites: Student must complete PSY-785 prior to registering for this course.

(Military emphasis only)

PSY 798 - Trauma-Informed Theory, Assessment, and Treatment in Military Clinical Psychology

3

Prerequisite: PSY-785 or permission of the Military Emphasis Coordinator. 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, 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 non-governmental settings will be explored including aspects of crisis competence, resilience, and post-traumatic growth. Note: Satisfies program requirement as a general elective.

Prerequisites: Student must complete PSY-785 prior to registering for this course.

(Military emphasis students only)

PSY 805 - Advanced Child and Adolescent Psychotherapy

3

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. 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 term. Required course for the Child and Adolescent emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PSY-757 or be approved for a waiver of prerequisites prior to registering for this course.

(C&A emphasis course open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 806 - Advanced Trauma-Focused Approaches to Intervention

3

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 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), 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. Note: Required course for the Traumatic Stress emphasis. Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Students must complete PSY-706 or be approved for a waiver of prerequisites prior to registering for this course.

(Traumatic Stress emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 811 - Advanced Issues in Co-Occurring Disorders

3

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.

Prerequisites: Student must complete PCO-438 or PSY-709 or PSY-706 or be approved for a waiver of prerequisites prior to registering for this course.

(Traumatic Stress emphasis priority and Substance Abuse Treatment emphasis priority)

PSY 821 - Neo-Adlerian Theory: Integration of Adlerian Theory With Evidence Practice

3

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 cognitivebehavioral 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.

Prerequisites: Student must complete PSY-710 and PSY-711 or be approved for a waiver of prerequisites prior to registering for this course.

Advanced Adlerian emphasis; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 822 - Death, Dying, Bereavement, Loss-Focused Approaches to Intervention

3

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.

(Traumatic Stress emphasis and Primary Care emphasis priority; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 823 - Adlerian Parent Consultation and Family Therapy

3

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. Note: This course also meets an elective requirement for the C&A emphasis.

Prerequisites: Student must complete PCO-402 or PSY-710 and PSY-711 or be approved for a waiver of prerequisites prior to registering for this course.

(Advanced Adlerian emphasis course open to all third-, fourth-, and fifth-year Psy.D. students; this course fulfills the open C&A elective requirement)*

PSY 839 - Advanced Statistical Technique

3

This course will focus on analysis of multiple independent/predictor variables using multiple regression and analysis of covariance (ANCOVA) approaches. In preparation for applied work with these more advanced approaches, students will learn and practice diagnosing and addressing multicollinearity, curvilinear relationships, interactions, influential residuals, and violations of assumptions. Students will also be introduced to regression analyses with categorical predictors and multivariate analyses (with multiple dependent/outcome variables). Students will work with SPSS software to plot data and conduct analyses.

Prerequisites: Student must complete PSY-737 and PSY-738 or be approved for a waiver of prerequisites before registering for this course.

PSY 864 - Pediatric Neuropsychology

3

This course provides training in the neuropsychological assessment of children, with an emphasis on trauma and developmental disorders. An array of neuropsychological instruments is used. Students develop skills in the administration, scoring, contextual interpretation, and write-up of pediatric neuropsychological assessment methods.

Prerequisites: Student must complete PSY-765 prior to registering for this course.

(Clinical Neuropsychology Emphasis students only)

PSY 865 - Advanced Neuropsychological Assessment and Conceptualization

3

This course offers a structured approach to case conceptualization and analysis in preparation for clinical practice and ultimately board certification. It covers advanced topics in neuropsychological assessment through the application of fact-finding exercises and didactic instruction.

Prerequisites: Student must complete PSY-765 or be approved for a pre-req waiver prior to registering for this course.

(Clinical Neuropsychology Emphasis students only)

PSY 874 - Race, Ethnicity & Social Class

3

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.

Prerequisites: Students must complete PCO-641 or PSY-642 or be approved for a waiver of prerequisites before registering for this course.

PSY 877 - Issues in Religion and Spirituality - Theory and Therapy

3

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.

Prerequisites: Student must complete PSY-642 or PCO-641 prior to registering for this course.

PSY 884 - Geriatric Neuropsychological Assessment

3

This course focuses on the development of knowledge and skills necessary to perform psychological assessments and neuropsychological screenings, with an emphasis on older adults. Students gain a conceptual grasp of (1) uses of traditional assessment instruments with older adults, (2) use of psychological tests designed specifically for older

adults, (3) use of neuropsychological tests to provide a screening for cognitive deficits, and (4) use of functional assessment with older adults.

Prerequisites: Student must complete PSY-764 or be approved for a waiver of prerequisites prior to registering for this course.

(Clinical Neuropsychology Emphasis students only)

PSY 912 - Psychopharmacology

3

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. (Students entering AY 2019-2020 or later).

PSY 930 - Trauma, Grief, & Loss With Children, Adolescents, and Families

3

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.

(This course fulfills the open C&A elective requirement; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 873 - Special Topics in Diversity

3

Prerequisites: PSY-642, PSY-659. This course will provide students with an opportunity to study advanced topics related to diversity, broadly defined. The course is intended as a more advanced integrative course to build on students' early foundation in diversity, applied specific topics in diversity, multicultural perspectives and innovative approaches to addressing mental health issues and social problems from a diversity perspective. 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 and are related to current topics in professional psychology.

PSY 931 - Development Disorders of Childhood And Adolescence

3

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.

Prerequisites: Students must complete PSY-644 prior to registering for this course.

(This course fulfills the open C&A elective requirement; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 932 - Assessment & Intervention with Adolescents and Young Adults

3

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.

(This course fulfills the open C&A elective requirement; open to all third-, fourth-, and fifth-year Psy.D. students)*

PSY 915 - Special Topics in Neuropsychology

3

This course will provide students with an opportunity to study applied areas of neuropsychology with a primary focus on intervention. Topics may include specific intervention techniques often utilized in mental health settings such as cognitive rehabilitation or neurofeedback. Topics could also cover the identification and treatment of specific foci such as attention, learning, or memory disorders. Finally, topics may include commonly used therapeutic techniques for neuropsychological conditions. There will be a strong emphasis on multicultural perspectives incorporated into these topics.

Prerequisites: Student must complete PSY-724 and 2 of the following PSY-711, PSY-719, PSY-720, PSY-721, PSY-722, PSY-723, PSY-799 or approval for the waiver of prerequisites prior to registering for this course.

Psychology: Advanced Adlerian Psychotherapy Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

Adler University doctoral students working toward the Psy.D. may pursue training in the Advanced Adlerian Psychotherapy Emphasis concurrently with their doctoral work. This emphasis is designed to provide advanced experience and 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 work in Adlerian therapy.

The advanced emphasis focuses on building 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 field's best practices. Following the six standard Adlerian credits required for the doctorate degree (PSY 710, PSY 711), the emphasis' advanced courses 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 couple 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 originally grew into an established certification in Adlerian psychology, as well as an emphasis currently within the Psy.D. program.

Minimum Admission Requirements

Enrollment in the clinical psychology Psy.D. program and in good academic standing.

Training Requirements

Students can either attend the NASAP annual conference (two days of training), ICASSI (one week of activities), or an equivalent training experience (15 hours minimum) through CAPS, a local NASAP affiliate or other Adlerian seminar/workshop/conference as approved by the emphasis coordinator.

Dissertation Requirement

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

Total Credit Hours Required: 15 total

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of training requirements.
3. A cumulative GPA of 3.0 or higher and no grades below "B".
4. Successful completion of a dissertation and submission to the Psy.D. department.

Coursework Requirements

*Core curriculum required course

For further information, contact Advanced Adlerian Emphasis Coordinator Dinko Aleksandrov, Psy.D., at dialeksandrov@adler.edu.

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

3

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

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.

Prerequisites: Students must complete PCO-402, PSY-710, or be approved for a waiver of prerequisites before registering for this course.

PSY 821 - Neo-Adlerian Theory: Integration of Adlerian Theory With Evidence Practice

3

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 cognitivebehavioral 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.

Prerequisites: Student must complete PSY-710 and PSY-711 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 823 - Adlerian Parent Consultation and Family Therapy

3

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. Note: This course also meets an elective requirement for the C&A emphasis.

Prerequisites: Student must complete PCO-402 or PSY-710 and PSY-711 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 824 - Advanced Adlerian Interventions and Assessment

3

Prerequisites: PSY-710, PSY-711. This class will teach Adlerian theory and interventions within play therapy, group

therapy, family therapy, and assessment of lifestyle and social interest. Theory and interventions related to children, adolescents, young adults, and the elderly will be reviewed as well as an in depth investigation and understanding 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. Note: Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Student must complete PCO-402 or PSY-710 and PSY-711 or be approved for a waiver of prerequisites before registering for this course.

Psychology: Child and Adolescent Clinical Psychology Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

This emphasis within our clinical psychology program provides focused coursework, training, and mentorship that prepare students as clinical psychologists with the necessary knowledge, skills, and training to work with children, adolescents, young adults and their families, and the issues that impact their mental health and well-being. Through the emphasis, our students gain innovative research- and practice-based understanding and skills related to assessment and intervention methods that are most appropriate to youth as well as understanding of the broader structural, systemic, and sociocultural factors that affect healthy development of children and adolescent health and development. These effects can be both barriers and resiliency factors in what fosters thriving wellness in an ever-changing world.

Child and adolescent psychologists work in a range of settings with young people and their families. With social justice and championing the rights of young people in mind, they conduct formal diagnostic assessments, provide psychotherapy and other therapeutic services, develop community-based youth programs, lead prevention initiatives, provide consultation, advocate for policy and more. Students are trained as practitioners with broad knowledge and specific skills in assessment, theory, research, and practice by faculty who are practicing clinicians as well as leading scholars, researchers, and educators with extensive child, adolescent, and family treatment experience.

Admission Criteria and Continued Enrollment

Students are admitted into the emphasis after completion of their first year in the program. Emphasis admission criteria include:

- Admission into the emphasis requires an overall grade point average of at least 3.5 **and** passing all program milestones in your first year of the program.
- Submission of the emphasis application (more detailed information and instructions will be provided by the end of Spring semester of your first year regarding your submission)
- An Interview with the emphasis coordinator (group interview offerings will be available Spring and Summer semester before registration for your second year).
- Entry into the emphasis will be confirmed when an email invitation is accepted to join the child and adolescent emphasis canvas page.
- **Special Note:** Without accepting the invitation to the emphasis page, you will not be registered as being in the emphasis. Admission to the emphasis is not guaranteed. The decision will be weighed in conjunction with other data.

Academic and Research Requirements:

- Additionally, your dissertation project must involve research that contributes to developmental psychology, lifespan development, child psychology, adolescent mental health, and/or family-based health. The subjects or participants in your research do not have to be children or adolescents but must contribute to the above-mentioned in some way.
- Your dissertation topic must be approved by the emphasis coordinator by the second week of the Spring semester of your third year in the program (a link will be sent via the child and adolescent emphasis resource page)
- The emphasis coordinator does not need to be chair of your dissertation, but at least one member of your committee should be an expert or specialist in youth mental health or related fields (i.e., developmental psychology, primary care and family health, pediatrics, perinatal mental health).

Emphasis Training Requirements:

- During your tenure in the program, **at least one** of your training practicums should be at a site focused on child, adolescent, or family-based treatment.

Emphasis Completion:

- For successful completion of the child and adolescent psychology emphasis and have the emphasis listed on your degree, the following must occur:
- Satisfactory completion of all required credit hours for the program and those outlined in the emphasis course requirements above.
- Satisfactory completion of all training expectations, including social justice practicum and clinical practicum training and competencies (receiving credit for passing practicums successfully and receiving credit for passing clinical qualifying examinations).
- A cumulative grade point average of 3.5 or higher and no failing courses.
- Successful completion of a dissertation (that meets the research requirements listed above) and submission to the Psy.D. department.
- A submitted and approved checklist form to the emphasis coordinator (this will be available once you are part of the emphasis).
- Submission of completed graduation application, full payment of all outstanding tuition and fees, along with degree conferral, preparation for graduation.

For further information, contact Abbré McClain, Psy.D, LCPC, child and adolescent psychology emphasis coordinator, at abmccclain@adler.edu.

Coursework Requirements

Successful completion of the following courses is required to complete the emphasis:

PSY 723 - Couple & Family Ther Appr I

3

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).

Prerequisites: Students must take MAC-472 PCO-472 PSY-600 or be approved for a waiver of prerequisites before registering for this course.

PSY 753 - Child and Adolescent Psychopathology and Assessment

3

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-TR diagnostic labels is stressed. This course also 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 is a required course for the Child and Adolescent emphasis, and it satisfies program requirement as a General Elective.

PSY 757 - Child and Adolescent Psychotherapy

3

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 term. Required course for the Child and Adolescent emphasis. Note: Satisfies program requirement as a General Elective.

Prerequisites: Students must take PSY-753 or be approved for a waiver of prerequisites before registering for this course.

PSY 805 - Advanced Child and Adolescent Psychotherapy

3

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. 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 term. Required course for the Child and Adolescent emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PSY-757 or be approved for a waiver of prerequisites prior to registering for this course.

- PSY *** - Child and Adolescent Elective (at least one - see menu below)

Total Credit Hours Required: 15

Open Electives

Emphasis in Child and Adolescent Clinical Psychology open electives consists of any of the following (3 credits each). Students must select one course from the options below:

PSY 754 - Special Topics in the Treatment of Children, Adolescents, Young Adults, and/or Families

3

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. Note: This course meets the elective requirement for students in the Child and Adolescent emphasis.

PSY 763 - LGBTQ+ Issues Across the Lifespan

3

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.

Prerequisites: Students must complete PCO-641 or PSY-642 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 823 - Adlerian Parent Consultation and Family Therapy

3

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. Note: This course also meets an elective requirement for the C&A emphasis.

Prerequisites: Student must complete PCO-402 or PSY-710 and PSY-711 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 873 - Special Topics in Diversity

3

Prerequisites: PSY-642, PSY-659. This course will provide students with an opportunity to study advanced topics

related to diversity, broadly defined. The course is intended as a more advanced integrative course to build on students' early foundation in diversity, applied specific topics in diversity, multicultural perspectives and innovative approaches to addressing mental health issues and social problems from a diversity perspective. 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 and are related to current topics in professional psychology.

PSY 874 - Race, Ethnicity & Social Class

3

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.

Prerequisites: Students must complete PCO-641 or PSY-642 or be approved for a waiver of prerequisites before registering for this course.

PSY 878 - Clinical Issues & Interventions With Sexual Orientation and Gender Identity Minorities

3

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.

Prerequisites: Students must complete PCO-641 or PSY-642 and PSY-674 or PSY-763 prior to registering for this course.

PSY 930 - Trauma, Grief, & Loss With Children, Adolescents, and Families

3

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 - Development Disorders of Childhood And Adolescence

3

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.

Prerequisites: Students must complete PSY-644 prior to registering for this course.

PSY 932 - Assessment & Intervention with Adolescents and Young Adults

3

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.

Psychology: Clinical Neuropsychology Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

Clinical neuropsychology is one of the fastest growing subspecialties within psychology. Its growth has been evident in the increased number of postdoctoral training programs, high-quality, peer-reviewed professional journals, and professional organizations in neuropsychology, such as the International Neuropsychological Society (INS), the National Academy of Neuropsychology (NAN), and Division 40 of the American Psychological Association.

Neuropsychology is recognized by the National Register of Health Service Psychologists and has a specific credentialing board, The American Board of Clinical Neuropsychology. There has also been a recent emphasis on interdisciplinary collaborations with neuropsychology within psychology and other health disciplines.

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 on the scientific study of human behavior as it relates to the 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.
- Licensing and concentration to provide psychological services to the public by the laws of the state or province in which they live and review by one's peers as a test of these competencies.

The doctoral neuropsychology emphasis is designed to provide students with the opportunity to develop a solid competence and proficiency in clinical neuropsychology. Completion of the Emphasis in Clinical Neuropsychology within the Clinical Psychology doctoral program prepares graduates to complete advanced work (i.e., postdoctoral fellowship), leading to careers in clinical neuropsychology and board certification. The program is designed to satisfy current professional guidelines for training clinical neuropsychologists. After graduating with the Psy.D. and the

Clinical Neuropsychology emphasis, a year of postdoctoral training is required for licensure as a psychologist in most states and provinces. Graduates are expected to continue postdoctoral training and acquire additional supervised clinical experience to increase general and subspecialty neuropsychology competencies. Current national guidelines recommend that the graduates complete a two-year postdoctoral residency in neuropsychology following the completion of this program.

Minimum Admissions Requirements and Continued Enrollment

Prerequisites

Students who have completed the requisite assessment sequence (PSY 661, PSY 662, PSY 663) and Psychopathology I and II (PSY 648, PSY 649) and obtained a grade of B+ or better in all these courses are eligible to take Introduction to Clinical Neuropsychology I: Neuroanatomy (PSY 764) in the fall of their second year. They must also complete or concurrently register for Biological Bases of Behavior (PSY 724) in the fall of their second year.

After completing all the above courses with a grade of B+ or better, students may then officially apply to be admitted to the emphasis at the end of the fall term of the second year.

Application Process

Students must submit a one-page statement of interest, transcripts of their graduate school performance, and a letter of recommendation from a faculty member. Then, they must complete an interview with the emphasis coordinator.

Students who are accepted into the emphasis will then be permitted to take the second course in the sequence in the spring term of their second year, Neuropsychology II: Neuropsychological Assessment (PSY 765). After acceptance into the emphasis, students must complete all remaining course requirements with a grade of B+ or better. Additionally, after completing the assessment and psychotherapy practicums and seminars, the student will be allowed to apply for an advanced practicum in neuropsychology and the associated advanced practicum seminar with a focus in clinical neuropsychology.

The emphasis coordinator may waive prerequisites or grade requirements in unusual circumstances.

Admission Criteria

- Completion of PSY 661, PSY 662, PSY 663 with a B+ or better in all courses.
- Completion with PSY 724, PSY 648, PSY 649 with a B+ or better. Overall Adler GPA of at least 3.5 with no grades lower than a B.
- One letter of recommendation from faculty. This may be in the form of an email to the emphasis coordinator.
- No referrals to SDC or SCEC.
- Passing all program milestones up to the point of emphasis admission.
- A cover letter describing the student's professional goals and interests and how the emphasis will help them achieve these goals.

Admission to the emphasis is not guaranteed. It is dependent on meeting the criteria and fit with the program, student performance, and specific goals.

Additionally, students admitted into the emphasis must maintain the following standards or risk dismissal from the emphasis.

- Maintain an overall GPA of at least 3.5 in the doctoral program.
- Maintain at least a GPA of 3.5 in all Neuropsychology Emphasis courses.
- Pass all milestones in the Psy.D. program on a timely basis.
- No referrals to SCEC or other disciplinary actions.

- Maintain a collaborative, team-focused attitude with no comportment issues that warrant a referral to SDC or SCEC while engaged in any neuropsychology student group (ANST) or emphasis activities, practica, or classes.

For further information, contact the clinical neuropsychology emphasis coordinator.

Emphasis Curriculum Sequence

Year 2:

PSY 724 - Biological Bases of Behavior

3

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 765 - Neuropsychology II: Neuropsychological Assessment

3

Prerequisite: PSY-764. This course is a continuation of PSY-764 and is designed to be taken immediately after this prerequisite. This course builds on the material from PSY-764 and focuses on the neuropsychological assessment of neurocognitive disorders, including but not limited to, dementia, traumatic brain injury, cerebrovascular accident, and psychological disorders. Integrative interpretation of neuropsychological assessment results is emphasized. NOTE: This course is only offered in the SPRING semester. **(Required course for the Clinical Neuropsychology Concentration)

Prerequisites: Student must complete CEN-720 PSY-764 or be approved for a waiver of prerequisites before registering for this course.

PSY 764 - Neuropsychology I: Neuroanatomy

3

This course is the first in a three course sequence designed to familiarize students with the foundations of neuropsychological assessment. This course provides a detailed overview of neuropsychological assessment techniques in common usage. It provides a review of basic neuroanatomy and neurophysiology, as well as an introduction to cognitive functions. Administration and scoring of various neuropsychological assessment instruments is emphasized, and issues of test administration and scoring in a socio-cultural context are included. NOTE: This class is only offered in the FALL semester. **(Required course for the Clinical Neuropsychology Concentration)

Prerequisites: Students must complete PSY-624 or PSY-663 and PCO-649 or PSY-649 or be approved for a waiver of prerequisites before registering for this course.

Year 3:

One course with special populations in neuropsychology (pediatric or geriatric):

PSY 864 - Pediatric Neuropsychology

3

This course provides training in the neuropsychological assessment of children, with an emphasis on trauma and developmental disorders. An array of neuropsychological instruments is used. Students develop skills in the administration, scoring, contextual interpretation, and write-up of pediatric neuropsychological assessment methods.

Prerequisites: Student must complete PSY-765 prior to registering for this course.

PSY 884 - Geriatric Neuropsychological Assessment

3

This course focuses on the development of knowledge and skills necessary to perform psychological assessments and neuropsychological screenings, with an emphasis on older adults. Students gain a conceptual grasp of (1) uses of traditional assessment instruments with older adults, (2) use of psychological tests designed specifically for older adults, (3) use of neuropsychological tests to provide a screening for cognitive deficits, and (4) use of functional assessment with older adults.

Prerequisites: Student must complete PSY-764 or be approved for a waiver of prerequisites prior to registering for this course.

Year 3 or 4:

PSY 865 - Advanced Neuropsychological Assessment and Conceptualization

3

This course offers a structured approach to case conceptualization and analysis in preparation for clinical practice and ultimately board certification. It covers advanced topics in neuropsychological assessment through the application of fact-finding exercises and didactic instruction.

Prerequisites: Student must complete PSY-765 or be approved for a pre-req waiver prior to registering for this course.

One elective course in Neuropsychological Intervention Techniques selected from a menu of courses offered.

PSY 915 - Special Topics in Neuropsychology

3

This course will provide students with an opportunity to study applied areas of neuropsychology with a primary focus on intervention. Topics may include specific intervention techniques often utilized in mental health settings such as cognitive rehabilitation or neurofeedback. Topics could also cover the identification and treatment of specific foci such as attention, learning, or memory disorders. Finally, topics may include commonly used therapeutic techniques for neuropsychological conditions. There will be a strong emphasis on multicultural perspectives incorporated into these topics.

Prerequisites: Student must complete PSY-724 and 2 of the following PSY-711, PSY-719, PSY-720, PSY-721, PSY-722, PSY-723, PSY-799 or approval for the waiver of prerequisites prior to registering for this course.

Year 4:

- PSY 933 - Advanced Neuropsychology Practicum and Seminar I (Restricted Neuropsychology section) (Meets core Psy.D. course requirement instead of PSY 967)
- PSY 934 - Advanced Neuropsychology Practicum and Seminar II (Restricted Neuropsychology section) (Meets core Psy.D. course requirement instead of PSY 968)
- PSY 935 - Advanced Neuropsychology Practicum and Seminar Continued (Restricted Neuropsychology section) (Meets core Psy.D. course requirement instead of PSY 969 and is zero credits)

Additional Requirement: Students in the emphasis must complete a dissertation in the related topic area with final submission to the Psy.D. department.

Summary

A total of 15 credits of courses are required in the specific clinical neuropsychology courses utilizing general elective credits. An additional five credits overlap with regular Psy.D. core courses but may be in specific designated sections (PSY 724 and PSY 933-935 instead of PSY 967-PSY 969) for neuropsychology emphasis students.

Psychology: Military Clinical Psychology Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

In support of Adler University's integrated mission of advancing socially responsible practice, healthy communities, and a more just society, the 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.

Given the number of military-related practica available in the area, at least one military service-related clinical practicum is preferred but not required. A student who wants to serve on active duty as a military clinical psychologist and military officer and who qualifies may enjoy the competitive F. Edward Hebert Armed Forces Health Professions (HPSP) scholarship offers tuition remission, a monthly stipend, and competitive positioning for an active-duty internship and postdoc.

Admission Criteria and Continued Enrollment

Students interested in the Emphasis in Military Clinical Psychology should notify the emphasis coordinator and arrange an interview within 60 days of starting the first academic year (Fall term). Admission to the emphasis is not guaranteed. Candidates must meet the following admission criteria:

- Copies of undergraduate and graduate transcripts.
- A letter of interest (cover letter) describing the student's professional goals and interests and how the emphasis will help achieve these goals.

- Overall GPA of at least 3.25.
- Interview with the emphasis coordinator or emphasis faculty.

For students who did not enter directly into the Military Clinical Psychology emphasis, after the 60-day window and before the beginning of the second-year fall term, candidates are required to meet the following admission criteria:

- Each of the above criteria.
- Overall Adler GPA of at least 3.25.
- One letter of recommendation from an Adler faculty member. This may be in the form of a brief email.
- Passing all the Psy.D. program milestones to the point of emphasis admission.

Once a student is admitted into the emphasis, the student must maintain the following standards, or they will risk dismissal from the emphasis:

- Maintain an overall GPA of at least 3.0.
- Obtain a grade of at least B in all required emphasis courses (listed below).
- Pass all milestones in the Psy.D. program (CQEs, 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 the student's first academic year and periodically in the student's second academic year and beyond, providing mentorship and instrumental support across the cohort.
- Attend at least one emphasis in-house training.

Completion Requirements

1. Satisfactory completion of all required credit hours.
2. Satisfactory completion of practicum seminars and internship.
3. A cumulative GPA 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 Joseph Troiani, Ph.D., (troia@adler.edu) and Lyuba Bobova, Ph.D., (lbobova@adler.edu), the Military Clinical Psychology emphasis coordinators.

Coursework Requirements

Students interested in serving this unique population will enroll in five core military clinical psychology courses that address military structure, systems, clinical issues, assessment, treatment, and a variety of direct-service modalities in the 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

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 that are applied to the military environment includes the selection of recruits for the armed forces, determining which recruits will be best suited for various military occupational specialties, fitness for duty via the Comprehensive Soldiers Resilience Program, as well as performing analysis on humanitarian and peace-keeping missions to determine procedures. Other applications of military psychology include its intersection with social policy, particularly with respect to issues of diversity within the military. Note: Satisfies program requirement as a General Elective.

PSY 785 - Psychology of Combat & Conflict

3

Prerequisite: PSY-784 or permission of the Military Emphasis Coordinator. 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 manifestations 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 post-deployment. Note: Satisfies program requirement as a General Elective.

Prerequisites: Student must take PSY-300, PSY-771 PSY-784 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 797 - Testing, Assessment, and Treatment in DOD and VA Healthcare Systems

3

Prerequisite: PSY-785 or permission of the Military Emphasis Coordinator. 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 of 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, and military service-informed interpretation of commonly used tests in the Department of Defense (DoD) and Veterans Affairs (VA) healthcare systems. Concurrently, students will be presented with a brief exploration of the structures, function, and policies of these federally administered medical and behavioral health delivery systems. In addition, students will learn about direct service delivery to active duty service members on base, off base, and in theaters of war, as well as in the VA healthcare system's direct service delivery to military veterans, retirees, and their families in the United States. Moreover, this course will focus on the delivery of empirically supported behavioral health treatments in the DoD's and VA's healthcare systems. 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, post-traumatic stress symptoms, acute stress disorder (ASD), and post-traumatic stress disorder (PTSD) and accompanying comorbidities, among others. Note: Satisfies program requirement as a general elective.

Prerequisites: Student must complete PSY-785 prior to registering for this course.

PSY 798 - Trauma-Informed Theory, Assessment, and Treatment in Military Clinical Psychology

3

Prerequisite: PSY-785 or permission of the Military Emphasis Coordinator. 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, 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 non-governmental settings will be explored including aspects of crisis competence, resilience, and post-traumatic growth. Note: Satisfies program requirement as a general elective.

Prerequisites: Student must complete PSY-785 prior to registering for this course.

PSY 799 - Military Couple, Family, and Group Psychotherapy

3

Prerequisite: PSY-798 or permission of the Military Emphasis Coordinator. This course focuses on the treatment of military clients (including reserve and active duty, veterans, and 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, pre-deployment, deployment, combat deployment in the theater of war, return to duty, and reintegration into society. Students will also learn about ethical practices in the delivery of psychotherapy in military settings, in the Veterans Affairs healthcare system, and as private practitioners working with actively serving and veteran populations and their families. Note: Satisfies program requirement as a required regular intervention elective.

Prerequisites: Student must complete PSY-788 (old version) or PSY-798 prior to registering for this course.

Total Credit Hours Required: 15

Psychology: Primary Care Psychology and Behavioral Medicine Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

The Emphasis in Primary Care Psychology and Behavioral Medicine trains students in the broader role of psychology in health care 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. Hospitals, group medical practices, community clinics, HMOs, and family practice centers are typical work settings. Behavioral medicine involves intervening with medical patients to reduce physical symptoms, such as reduction in pain symptoms using mindfulness, reduction in blood pressure using biofeedback, or regulation of blood sugar in people with diabetes using behavioral management techniques in collaboration with a dietician. The two fields go hand-in-hand, as many patients in primary health care 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 psychologist's role in health care delivery. These are fast-growing and exciting fields with the potential to alter the health care landscape.

Admission Criteria

Interested students in good academic standing with 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 their first year. Students are also expected to attend either a Primary Care Student Organization (PCSO) meeting or event or 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.

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 GPA of 3.0 or higher and no grades below B.
3. Successful completion of a dissertation in the topic area 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 and Behavioral Medicine emphasis coordinator, at nbockian@adler.edu.

Course Requirements

The following courses are necessary for completion of the emphasis:

PSY 717 - Primary Care Psychology

2

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

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 735 - Assessment & Intervention in Behavioral Medicine I

3

Prerequisites: PSY-720, PSY-737. 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 that integrate wellness will involve disorders such as

hypertension, diabetes, and somatoform disorders. Assessment using common behavioral medicine instrumentation will be covered. Experiential learning will be incorporated in this course in order to deepen the student's understanding of the perspective of the patient. Note: Required course for the Primary Care emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PCO-335 or PSY-720 PSY-637 or PSY-737 or be approved for a waiver of prerequisites before registering for this course.

PSY 736 - Assessment & Intervention in Behavioral Medicine I

3

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. Note: Required course for the Primary Care emphasis and the Behavioral Medicine emphasis. Satisfies program requirement as a General Elective.

Prerequisites: Students must complete PSY-735 or be approved for a waiver of prerequisites before registering for this course.

Behavioral Medicine Skills (3 credits)

Select one:

PSY 719 - Mindfulness Meditation

3

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 733 - Theories and Techniques of Clinical Hypnosis

PSY 758 - Biofeedback

3

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. Note: Satisfies program requirement as General Elective.

Prerequisites: Students must complete PCO-472 PSY-600 or be approved for a waiver of prerequisites before registering for this course.

Special Topics (3 credits)

Select one:

PSY 802 - Cognitive and Behavioral Therapy Approaches II

3

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 on the knowledge and skills acquired in Cognitive and Behavioral Therapy Approaches I (PSY-720). 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. Note: Satisfies program requirement as an advanced intervention elective.

Prerequisites: Students must complete PCO-335 PSY-720 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 822 - Death, Dying, Bereavement, Loss-Focused Approaches to Intervention

3

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.

Total Credit Hours Required: 15

Psychology: Substance Abuse Treatment Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

Emphasis Overview

The Emphasis in Substance Abuse Treatment is designed to provide education and training in the prevention, assessment, intervention, and treatment of alcohol and other drug abuse (AODA) disorders. Specifically, the coursework provides education in substance abuse treatment theories, techniques, and core functions, 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 Certification Board (ICB). 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. Have 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.

Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. A cumulative GPA of 3.25 or higher and no more than one grade of C.
3. Successful completion of a dissertation in the related topic area 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 Cathy McNeilly, Psy.D., CADC, associate professor, Substance Abuse Treatment emphasis coordinator, at cmcneilly@adler.edu.

Course Requirements

The Emphasis in Substance Abuse Treatment requires the following courses:

PSY 709 - Diagnosis and Treatment of Addictive Disorders

3

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 mentally ill substance abusers (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

PSY 645 - Ethics and Professional Development in Clinical Psychology

3

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) and 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 712 - Bio-Psycho-Social-Spiritual Aspects of Addiction

3

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.

Prerequisites: Student must complete both PSY-645 and PSY-709 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 713 - Advanced Treatment of Addictive Disorders

3

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. Note: This class is required for the Substance Abuse emphasis.

Prerequisites: Student must complete PCO-438 or PSY-709 and PSY-305 PSY-645 or be approved for a waiver of prerequisites before registering for this course.

PSY 811 - Advanced Issues in Co-Occurring Disorders

3

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.

Prerequisites: Student must complete PCO-438 or PSY-709 or PSY-706 or be approved for a waiver of prerequisites prior to registering for this course.

Total Credit Hours Required: 15

*Core curriculum courses

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).

Psychology: Traumatic Stress Psychology Emphasis, (Psy.D.)

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Chicago Campus

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, 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. Understanding the broader structural and systemic factors that impact survivors' well-being is also emphasized.

Minimum Acceptance Requirements

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. Interview with the emphasis coordinator.

The following requirements must also be met:

1. Students earning the Emphasis in Traumatic Stress Psychology 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 Emphasis in Traumatic Psychology must complete their dissertation on a topic relevant to traumatic stress or death, dying, bereavement, loss, or life-threatening illness. If the Traumatic Stress Psychology emphasis coordinator is not a member of the student's dissertation committee, the student must verify topic approval by the coordinator before the dissertation proposal defense is scheduled.
3. Successful completion of a dissertation in the related topic area and submission to the Psy.D. department.

For additional information, contact Janna A. Henning, J.D., Psy.D., professor, Traumatic Stress Psychology emphasis coordinator, at jhenning@adler.edu.

Requirements

The following courses are necessary for completion of the emphasis:

PSY 706 - Trauma Focused Approaches to Interventions

3

This course covers the history, etiology, symptoms, diagnosis, and treatment of traumarelated 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 traumarelated symptoms, and the major approaches to treatment and prevention of PTSD in the aftermath of trauma. The research-supported approaches to be covered include phaseoriented 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. Note: Required course for the Traumatic Stress emphasis. Satisfies program requirement as an advanced intervention elective.

PSY 806 - Advanced Trauma-Focused Approaches to Intervention

3

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 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), 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. Note: Required course for the Traumatic Stress emphasis. Satisfies program requirement as an Advanced Intervention Elective.

Prerequisites: Students must complete PSY-706 or be approved for a waiver of prerequisites prior to registering for this course.

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

*Additional acceptable electives may be added to the Elective Menu from time to time. The Traumatic Stress Psychology Emphasis coordinator will notify the Adler University community about newly included courses through Self-Service and the Office of the Registrar.

**If a student has taken a three-day formal training in cognitive and behavioral therapy at the Beck Institute, they may waive the requirement for a course from the Research-Supported Interventions Menu and take two courses from the Special Populations Menu instead for a total of four emphasis courses. Proof of attendance must be submitted to the Traumatic Stress Psychology emphasis coordinator, who will forward it to the Office of the Registrar.

Note: Students are expected to take the Traumatic Stress Psychology emphasis courses in the third or fourth year.

Elective Menu - Special Populations*

(choose *one* of the following):

PSY 811 - Advanced Issues in Co-Occurring Disorders

3

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.

Prerequisites: Student must complete PCO-438 or PSY-709 or PSY-706 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 822 - Death, Dying, Bereavement, Loss-Focused Approaches to Intervention

3

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.

Elective Menu - Research-Supported Interventions**

(choose *one* of the following):

PSY 802 - Cognitive and Behavioral Therapy Approaches II

3

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 on the knowledge and skills acquired in Cognitive and Behavioral Therapy Approaches I (PSY-720). 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. Note: Satisfies program requirement as an advanced intervention elective.

Prerequisites: Students must complete PCO-335 PSY-720 or be approved for a waiver of prerequisites prior to registering for this course.

PSY 803 - Humanistic and Existentialist Therapy Approaches II

3

Prerequisite: PSY-722. 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. Note: Satisfies program requirement as an advanced intervention elective.

Prerequisites: Students must complete PSY-722 or be approved for a waiver of prerequisites before registering for this course.

Master of Arts

Counseling: Art Therapy, (M.A.)

Program Overview

The Master of Arts in Counseling: Art Therapy is an integrated degree in art therapy and counseling. The program prepares students to be both counselors and art therapists and leads to dual credentialing in art therapy and licensure in counseling. It provides education and clinical training within the context of the philosophy, theories, and principles of counseling and art therapy, as well as Adlerian Psychology, Adlerian Art Therapy, and the institutional mission and vision. The program fosters collaboration, compassion, leadership, service in the community, cultural competence, innovation, and the creative artistic process in order to promote peace and healing. The program focuses on mastering clinical counseling principles, skills, and techniques that include competency in documentation, treatment planning, and diagnostics in conjunction with the principles, skills, and techniques of art therapy. The combination of the curriculum and the applied practicum and internship experiences produce graduates who are not only strong counselors and art therapists, but also socially responsible practitioners who engage in their communities and promote social justice and to prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Immediately upon graduation from this program, a graduate may apply to take the Illinois Licensed Professional Counselor (LPC) examination and the National Counselor Examination (NCE). After receiving this license, a practitioner may work to complete additional requirements to apply to take the Licensed Clinical Professional Counselor (LCPC) examination. This program also 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.

Modalities

The MACAT program can be completed in one of two modalities: on-campus or online.

On-Campus Modality

In the on-campus or on-ground modality, most classes are offered in a traditional classroom format with weekly on-campus meetings. This modality is intended for students living in the region who intend on in-person learning.

Online Modality

The online modality is designed for students who want to complete the program in a distance-learning format. Students do not need to live in the region to participate in this modality. This program does not require a residency. All courses will be delivered online through Adler University's learning management system (CANVAS) in 15-week cycles:

Online modality utilizes multi-media and contemporary technology to facilitate student learning. Courses include asynchronous remote learning with weekly assignments and some synchronized learning, which requires students to attend virtual meetings at a predetermined time. The frequency of virtual/synchronous meetings varies based on course type and term length but typically occur eight times per class per 15-week semesters.

The Provisional Registered Art Therapist (ATR-Provisional) is the credential that ensures an art therapist meets established educational standards, with successful completion of advanced specific graduate-level education in art therapy and is practicing art therapy under an approved supervisor(s). Students are eligible to apply for this credential once they have completed their degree (or education requirements for the ATR-Provisional) and are engaged in a supervisory relationship with a qualified supervisor(s). The ATR-Provisional is not a required credential to apply for the ATR.

After completing graduate studies and 1,000 hours of supervised clinical art therapy practice, a graduate may apply for art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). ATR requires 1,000 hours of clinical art therapy (direct client contact), including at least 100 hours of supervision or at least one hour of supervision for every 10 hours of direct client contact. A minimum of 500 hours of this work experience needs to be supervised by a credentialed art therapist (ATR-BC). 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, they may work to complete additional requirements 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.

Counselors and 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, private practice, correctional institutions, shelter programs and treatment centers for those who experience interpersonal violence, and community programs for immigrants and refugees.

Program Learning Objectives (PLOs)

Program Learning Objective 1: Practitioner Scholar Model Outcome: Relationship, Intervention, and Assessment Competencies

PLO #1 Goal: 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.

Objectives for PLO #1 Goal:

- 1.1. Demonstrate knowledge of and ability to conduct comprehensive art therapy, counseling, psychotherapeutic and related mental health field directives, assessments, and evaluations that integrate social and cultural aspects.
- 1.2. Demonstrate knowledge of and ability to conduct comprehensive art therapy and counseling directives and evaluations utilizing multiple intervention strategies based on current clinical research and integrating social and cultural considerations.
- 1.3. Demonstrate the ability and commitment to apply those principles in assessment, appraisal, intervention, and evaluation in art therapy, counseling, and psychotherapy practices within all types of populations.
- 1.4. Evaluate the efficacy of their interventions and use this information to continuously inform the treatment plan and intervention methods.
- 1.5. Understand that all types of art therapy and counseling assessments are ongoing processes that inform practice and research.

Competencies for PLO #1 Goal:

1.1.a. Demonstrate proficient culturally sensitive interviewing, goal setting, assessment, appraisal, evaluation, intervention, test administration, and identify types of appropriate art therapy and mental health field directives and assessments, including standardized and non-standardized testing, norm referenced, criterion referenced group and individual testing, appraisal and evaluations including personal, hands-on contact with the discipline of art making in the spirit of the **Adler Mission of Excellence**: embracing the highest level of quality, rigor, and integrity for education, scholarship, performance, and outcomes.

1.1.b. Integrate art therapy and counseling directives, and assessment results into comprehensive oral and written reports/case conceptualizations using taxonomies, appraisals, evaluations, interventions, assessments, behavioral observations, and symptom checklists, such as the most current DSM, as ethically and culturally appropriate, including art processes and the selection of art materials informed by therapeutic applications, and current research using theories and models for understanding creativity, symbolism, metaphor, artistic language and meaning across cultures, and within a diverse society.

1.2.a. Demonstrate understanding of art therapy and counseling theoretical foundations and interventions and administer the appropriate applications of art therapy and counseling assessments, including all populations such as couple, family, children, adolescents, teens, adults, older adults, and end-of-life care with thorough knowledge, respect for, and adherence to the educational and ethical principles, set forth by the American Art Therapy Association, the American Counseling Association, the Illinois State Counseling Board, and the Higher Learning Commission North Central Association.

1.2.b. Conduct independent intervention planning, including conceptualization and intervention plans specific to cases, integrating social context and diversity issues, utilizing and understanding the role of assessment in diagnostic impressions in the field of art therapy, counseling, and psychotherapy in relationship to connections to the personal creative process and artistic identity which includes knowledge and experience of the studio setting/private and group practice and maintenance, and respect for and storage of client artwork.

1.2.c. Develop working relationships and therapeutic rapport with clients, co-workers, and staff, including mastery of the following elements: establishing a safe environment; accessing community resources, obtaining background information; facilitating communications with diverse populations; forming relationships within new community and organizational concepts, assessing and managing self and others emotions using affective skills: an ability to tolerate and manage internal states, uncertainty and interpersonal conflict and to establish treatment goals and objectives to assess risk factors, and other evidence regarding concerns as well as strengths.

1.2.d. Demonstrate effective performance of a broad array of evidence-based intervention strategies that include art therapy directives/assessments and counseling assessments and utilize tools and techniques to support client development and decision-making and to appropriate to the needs of culturally diverse clients along with evidence of developmentally appropriate group and individual art therapy interventions and art-making experiences.

1.3.a. Understand the ethical principles in the American Counseling Association Code of Ethics and the Ethical Principles for Art Therapists from the American Art Therapy Association, and the ethical decision-making model based on these principles, and those upheld by the school and apply them to all aspects of work including identifying types of art therapy and counseling directives and assessments and tests appropriate applications of each and to determine validity reliability of such assessments while acknowledging cultural, developmentally, and legal considerations and principles.

1.3.b. Comply with state and federal laws, regulations and institutional and departmental standards pertaining to the practice of art therapy, counseling, and psychotherapy.

1.4.a. Engage in evaluation of treatment progress, own performance in the treatment role, consultation when needed, and use of feedback to guide subsequent interventions and practices with all populations, including specialized areas within specific populations in the spirit of the **Adler Mission of Pragmatism**: using outcome-oriented and evidence-based measures to pursue real real-world solutions and measurable results.

1.5.a. Engage in the evaluation of assessment needs over time, consultation when needed, and the use of feedback to guide subsequent theoretical, treatment, and assessment decisions within art therapy, counseling, and psychotherapy.

Program Learning Objective 2: Integration of Science and Practice Outcome: Research, Evaluation, and Critical Thinking Competencies

PLO #2 Goal: To develop graduates who have mastered the scientific foundations of art therapy, counseling, and psychotherapy, apply this knowledge to their work, and who use research methods to understand human problems.

Objectives for PLO #2 Goal:

- 2.1. Acquire knowledge of art therapy, counseling, and psychotherapy as a scientific discipline that serves as the basis for professional practice.
- 2.2. Integrate, synthesize, and critique scientific knowledge and literature from multiple sources, taking into account and weighing the significance of multiple determinants of human behavior and designing and conducting a research study.
- 2.3. Apply scientific knowledge to design, conduct, interpret, and report research, methodology, and statistical concepts to the practice of art therapy, counseling, and psychotherapy.

Competencies for PLO #2 Goal:

- 2.1.a. Demonstrate mastery of the facts and principles central to art therapy, counseling, and psychotherapy, including the biological, social, developmental, cognitive-affective origins of behavior, and knowledge of historical and theoretical perspectives and integrate theory and research from multiple perspectives and to critically examine the claims of theories, models, and disciplines utilizing art-based research methodologies and experientials.
- 2.2.a. Critically evaluate and effectively communicate the research literature in terms of its clinical merit and contribution to professional practice using in-depth studies of various aspects of art therapy, counseling, and psychotherapy with an integration of knowledge and clinical skills while showing cognitive skills of appropriate problem-solving abilities, critical thinking skills, organized reasoning, intellectual curiosity, and flexibility and manifesting direct experience of the utility and psychological influence of a wide range of art materials and processes.
- 2.2.b. Identify and apply research methods to utilize quantitative, qualitative, mixed methods, and innovative methods of inquiry that are most likely to shed light on clinical questions posed while showing the ability to synthesize clinically based personal and professional growth.
- 2.2.c. Able to collect data, including client artwork, use appropriate analysis, including client feedback, to perform an accurate data interpretation and intervention, and engage, collaborate, and consult respectfully to develop holistic interventions and treatment plans for improved health and wellbeing across populations, including the ability to make adaptations of tools and materials for client with disabilities.
- 2.2.d. Integrate scientific literature, data analysis, and interpretation of findings into a coherent report/case conceptualization, taking into account social and cultural determinants utilizing evidence-based solutions and measurable results.
- 2.3.a. Demonstrate competent applications of scientific foundations and the use of art therapy, counseling, and psychotherapy for research, assessment, art therapy directives, and interventions in the spirit of the Adler Mission of Excellence: embracing the highest level of quality, rigor, and integrity for education, scholarship, performance, and outcomes.
- 2.3.b. Demonstrate competent application of scientific foundations in art therapy, counseling, and psychotherapy to case conceptualizations, treatment planning and evidence-based interventions and to be knowledgeable of art-based indicators of mental disorders/psychopathology in client artwork.

Program Learning Objective 3: Socially Responsible Practice and Institutional Outcomes: Individual, Ethical, Cultural Diversity and Social Responsibility Competencies

PLO #3 Goal: 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.

Objectives for PLO #3 Goal:

- 3.1. Integrate knowledge of cultural and social diversity theories and competency models, social sensitivity, and relevant skills regarding individual, ethical and cultural differences into all aspects of their work.
- 3.2. Develop knowledge of themselves as cultural beings in assessment, therapy sessions, treatment planning, evaluation, and all other professional activities.
- 3.3. Develop socially responsible, engaged, and embedded practitioners, sensitive and appreciative of individual and cultural diversity, as an active, genuine agent of positive change, helping to strengthen and revitalize the health of the community by providing counseling and art therapy services with an emphasis on working with underserved local and global communities, all in the spirit of the Adlerian founders of the school.

Competencies for PLO #3 Goal:

- 3.1.a. Demonstrate an understanding of identity development, empowerment, collaboration, advocacy and social justice within social and cultural contexts and personal attitudes: the desire to help and advocate for others, to be open to new ideas and to act with honesty and concern for ethics by adhering to the ethical principles in the American Counseling Association Code of Ethics and the Ethical Principles for Art Therapists from the American Art Therapy Association, and to manifest the following personal skills: a strong work ethic, motivation to learn, personal organization, punctuality, and appropriate self-presentation.
- 3.1.b. Demonstrate professional behavior in a culturally sensitive manner, as appropriate to the needs of the client, which improves client outcomes and avoids harm while identifying the impact of oppression, privilege, barriers, prejudices, intentional and unintentional oppression, and discrimination.
- 3.1.c. Demonstrate an ability to communicate effectively across cultures through experiential learning and art activities that explore and develop cultural and social awareness such as acculturative experiences, beliefs, and to prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- 3.2.a. Demonstrate an understanding and monitoring of their own cultural identity, including their own cultural assumptions and biases in relation to working with others using awareness and sensitivity to specific populations and problems.
- 3.2.b. Demonstrate an ongoing interest in learning about people different than themselves and a willingness and ability to seek out culturally specific knowledge - based on the tenets of art therapy, counseling, and psychotherapy to increase multicultural competencies and strategies for collaborating with and advocating for public service, social justice and wellness for diverse communities all in the spirit of the **Adler Mission of Pluralism**: respecting and celebrating human diversity and difference.
- 3.3.a. Demonstrate an understanding of putting the definition of a Socially Responsible Practitioner into practice by embracing a diversity of perspectives, working to build and maintain bridges across systems, supporting people to be empowered to identify and address shared problems, and foster the development of social equality, justice and respect through compassionate action throughout the global community.
- 3.3.b. Integrate the role of the socially responsible practitioner by embracing diversity through the understanding that social responsibility requires an appreciation for human diversity and different viewpoints, theories, disciplinary perspectives, and world views stemming from diversity. To understand pluralism, or the respect and celebration of human diversity and difference, and to respond with a commitment to justice with an appreciation for the contextual nature of human existence. This understanding of contextual and social context then forms the basis for an expanded vision of the role of practitioners to serve as agents of change at many levels.

Program Learning Objective 4: Practitioner-Scholar Outcome: Management and Supervision, Consultation, and Education Competencies

PLO #4 Goal: 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 in managing, facilitating, and maintaining an art therapy open studio/practice, and upon eligibility, managing and supervising others.

Objectives for PLO #4 Goal:

- 4.1. Understand the role of the art therapist, counselor, and psychotherapist in complex systems, including the discipline of art making, skills, knowledge of art materials and processes, and the general principles of management, supervision, consultation, and education.
- 4.2. Demonstrate knowledge of and skills in the application of management, supervision, consultation, and education methods within art therapy, counseling, and psychotherapy and are knowledgeable of how they differ from other roles.

Competencies for PLO #4 Goal:

- 4.1.a. Demonstrate knowledge of different art therapy and counseling methods and models of management, supervision, consultation and education within individual and group characteristics and differences as they relate to the nature of social responsibility in the development and advocacy efforts to create social change.
- 4.1.b. Demonstrate knowledge of methods of management, supervision, consultation, and education in health care and various community settings, model effective working relationships, and learn to network, cooperate, and collaborate across communities and disciplines while accepting feedback in an appropriate manner using self-awareness and art making while embodying the characteristics that uphold the tenets of professional identity.
- 4.2.a. Provide appropriate, ethical, and effective management (supervision to supervisees, if applicable) consultation, and education in addition to systems implications for policies and processes related to individual and group cohesion, performance, progress, and wellbeing, including special populations and the ethical, cultural considerations as well as any physical limitations when selecting art directives/experientials and the ability to adapt them accordingly.
- 4.2.b. Demonstrate effective use of knowledge in all aspects of work by using well-formulated art therapy and counseling strategies, collaborative approaches, and multiple perspectives, and to work and communicate with people who hold different worldviews, life experiences, beliefs, and values.

Program Learning Objective 5: Practitioner-Scholar Outcome: Adlerian Theory and Methods Competency

PLO #5 Goal: 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.

Objectives for PLO #5 Goal:

- 5.1. Understand the role of Individual Psychology within a social context in the practice of art therapy, counseling, and psychotherapy.
- 5.2. Integrate knowledge, attitudes, and relevant skills regarding the relationship between health, community, and the arts into all aspects of work.
- 5.3. Acquire knowledge of Adlerian theory/philosophy and develop Adlerian values that apply to clinical work, taking into consideration the social and cultural context and clinical applications.

Competencies for PLO #5 Goal:

- 5.1.a. Demonstrate knowledge of how larger societal systems impact mental health while applying Individual Psychology and the philosophical underpinnings of Adlerian Theory (encouragement, holism, teleology,

phenomenology, psychology of use, social embeddedness, creativity), Adlerian Art Therapy and its relationship with other theories and practices.

5.1.b. Demonstrate understanding of their role as an art therapist, counselor, and psychotherapist within their clients' specific social and ecological contexts, including cultural identities, spiritual, systemic, within and outside the family nucleus, including physical, neurological, biological, and physiological components.

5.1.c. Demonstrate understanding of how social responsibility influences all aspects of work and how art therapy, counseling and the role art plays in social justice, advocacy, conflict resolution, and democracy play a vital part in the healing process while continuing to remain dedicated to and active in community engagement after the healing process has begun.

5.2.a. Integrate the role of social context in treatment, assessment, and evaluation and the effects of crises, trauma, disabilities, addictions, and methods of advancing wellness and actualization of potential for the capacity to cope, show creativity, social interest, a sense of purpose, belonging, and optimal growth while using one's own reactions effectively in assessment and to analyze and apply data to form coherent Adlerian case conceptualizations.

5.2.b. Integrate the role of social context in management, supervision, consultation, education, and collaboration with other disciplines by demonstrating the understanding and significance of social interest and the concepts of being a part of and invested in community, acting and collaborating with compassion and social responsibility in the spirit of the **Adler Mission of Courage**: to encourage leadership, innovation, and creativity, to act on principle and challenge the status quo.

5.3.a. Demonstrate knowledge of Adlerian Theory in relation to art therapy, counseling, and psychotherapy and to conceptualize cases within an Adlerian framework that reflects and embodies the philosophy and principles of Adlerian Psychology and the institutional mission that reflect the values of Social Interest, Pluralism, Courage, Excellence, and Pragmatism in addition to striving for significance (the law of movement), holism (the life tasks and bio-psycho-social-spiritual approaches), teleology (goal orientation), phenomenology (lifestyle convictions, private logic, biased apperception), social embeddedness (the need and wish to belong/creating community cohesion as an agent of positive change), the life tasks and creativity and to report, present, and teach these concepts using reflective skills that examine and consider personal motives, attitudes, behaviors, and their effect on others while demonstrating the ability to be open to and integrate feedback.

5.3.b. Demonstrate the ability to plan, implement, and consistently use Adlerian art therapy, counseling, and psychotherapy assessment and intervention methods in data collection and integrate social and cultural aspects in data collection to demonstrate and teach these skills that are in the spirit of the **Adler Mission of Social Interest**: to be a part of and invested in community, and act and collaborate with compassion and social responsibility.

5.3.c. Integrate current research with Adlerian Theory and explore creative areas to expand Adlerian practice and research to demonstrate the viability of Adlerian ideas through the practice of Adlerian art therapy, counseling, and psychotherapy using artistic approaches to engage individuals, groups, and families in gaining insight into art processes and images and incorporating this in parent and teacher education on an individual and systemic level advancing inclusion, Adlerian services through education, research, and community engagement.

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 GPA 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 12 semester credit hours in psychology with grades of C or better. These courses need to include general or introductory psychology, abnormal psychology, and life span development. All prerequisites should be completed by the end of a student's first semester at Adler University.

- Eighteen semester credit hours or 27 quarter credit hours 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.

Graduation Requirements

- Satisfactory completion of all required credit hours, including all required courses.
- Satisfactory completion of Social Justice Practicum I and II.
- Satisfactory completion of a minimum of 700 hours of counseling and art therapy practicum/internship, with 350 of those hours in direct client contact.
- A cumulative GPA of 3.0 or higher and no more than two grades, or six credit hours, of C.
- Successful completion of the Master of Arts Clinical Qualifying Examination.
- Successful second-year portfolio review.
- Submission of completed graduation application and full payment of all outstanding tuition and fees.
- Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling: Art Therapy.
- Professional practice and field training.

Professional Practice 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. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside the community as agents of social change. It serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities and is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be practitioners who make positive impact.

All students must complete the SJP before advancing to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; (2) attendance at a monthly, campus-based Civic and Community Action workshop; and (3) a formal SJP presentation at the Annual Social Justice 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 counseling and art therapy, including core counseling education and training that incorporates the theories and practices of Adlerian psychotherapy. The program requires 64 credit hours in coursework, including 700 hours of counseling and art therapy practicum that is completed over a nine- to 12-month period. Some students may not be able to complete their 700 supervised hours within the time frame and will need to continue their MACAT Practicum into the second session of the summer term of their second year. They would then enroll in MACAT 610 - Internship Continued in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision III, 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 Clinical Practicum Handbook: Master of Arts in Counseling: Art Therapy.

Degree Requirements

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

MACAT 510 - Professional Development Seminar I

1

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' faculty 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.

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to

be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

MACAT 515 - Professional Development, Issues, And Ethics, in Art Therapy, Counseling And Psychotherapy

3

This course is designed to provide students with a solid foundation for the ethical practice of art therapy and of counseling. Students will learn codes of ethics of the American Art Therapy Association (including the Art Therapy Credentials Board) and the American Counseling Association. Students will learn to apply ethical and professional decision making skills to current issues in art therapy and counseling. An overview of concepts and theories of social justice as applied to decision-making in art therapy and in counseling will be presented. This course provides a foundation for the ethical practice of professional counseling. It introduces students to the history of the counseling profession as well as professional roles (practitioner, supervisor, educator, etc.) and its professional organizations. The American Counseling Association (ACA) Code of Ethics (and ethical standards of its divisions) will be examined and applied to a variety of ethical and legal situations using a variety of ethical decision-making models.

MACAT 517 - Community Psychology

3

Students learn theory and research on the role of community psychology in treating problems related to a range of pervasive social justice issues which impact on the health of individuals and communities. Community Psychology takes an ecological approach to 70 ADLER UNIVERSITY 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. In addition, art therapy and art making through an Adlerian lens in relation to community and social interest is explored.

MACAT 518 - Advanced Counseling Methods And Adlerian Psychology and Psychopathology

3

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.

MACAT 519 - Adlerian Theories and Integrative Interventions for Families, Parents, and Teachers

2

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.

Prerequisites: Student must complete MACAT-518 MAT-518 MAT-402 or PCO-402 prior to registering for this course.

MACAT 520 - Introduction to Addictive Disorders

3

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 historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

MACAT 521 - Lifestyle and Career Development

3

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.

MACAT 522 - Biopsychosocial Bases of Health and Dysfunction for Counselors

3

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.

MACAT 523 - Basic Skills for Psychotherapy and the Use of Art Therapy

3

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.

MACAT 524 - Research Methods in Art Therapy, Counseling, and Psychotherapy

3

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.

MACAT 525 - Historical and Theoretical Perspectives In Art Therapy, Counseling, & Psychotherapy

3

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.

MACAT 526 - Assessment and Appraisal in Art Therapy, Counseling, and Psychotherapy

3

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.

MACAT 527 - Use of Art Therapy in Group Psychotherapy and Psychopathology

3

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.

MACAT 650 - Lifespan Development in Art Therapy, Counseling, and Psychotherapy

3

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.

MACAT 651 - Socio-Cultural and Multi-Cultural Approaches in Art Therapy, Counseling, And Psychotherapy

3

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.

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

3

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 environmental 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.

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

3

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.

MACAT 654 - Neuroscience in Art Therapy, Counseling, And Psychotherapy: Special Populations

3

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.

MACAT 655 - Studio Art in Art Therapy, Counseling And Psychotherapy

3

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.

MACAT 656 - Special Populations: Adaptive Methods in Art Therapy, Counseling, and Psychotherapy

2

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.

MACAT 667 - Practicum Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision I

2

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 in relation to clients' characteristics in case conceptualization, and treatment planning. Practicum seminar also provides peer support and consultation.

Prerequisites: Student must complete MACAT-510 or MAT-510, MACAT-523 or MAT-523, MACAT-525 or MAT-525, MACAT-526 or MAT-526, MACAT-527 or MAT-527, MACAT-518 or MAT-518 and MACAT-650 or MAT-650 prior to registering for this course.

MACAT 668 - Internship Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision II

2

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.

Prerequisites: Student must complete MACAT-667 or MAT-667 prior to registering for this course.

MACAT 669 - Internship Seminar in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision III

1

If students wish to earn extra practicum hours, or if they are not yet finished with their practicum experience, they may choose to register for PCO-610: Practicum Continued or MAT-679: Practicum in Art Therapy III. If no ATR is on site, they will need to register for MAT 669: Practicum Seminar in Art Therapy Continued. Along with the field experience, students receive supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. Using a peer consultation model, the practicum seminar provides discussion of professional issues, clinical art therapy practice, and onsite practicum supervision experiences. Class participants discuss specific clinical cases with attention to the principles of art therapy practice, counseling skills, assessment, and intervention. The focus is on the development of knowledge, skills, and values essential to competent and ethical art therapy and counseling practice. Students are further oriented to the principles of development, management, and evaluation of programs and service delivery formats with reference to public mental health policies, financing, and regulatory processes. In addition, students learn about models of supervision and consultation, and the operation and management of risk and emergency systems within clinical mental health agencies and in the community. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems, and 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 their mental health. In addition, ethical and professional issues that affect the practice of art therapists and mental health counselors are discussed. Practicum seminar also provides peer support and consultation, as well as professional development. Students demonstrate competencies that enable them to be clinically and culturally competent, ethical, and socially responsible entry-level practitioners. Art experientials enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to further develop and enhance their skills for employment in the field of art therapy and counseling.

Prerequisites: Student must complete MACAT-668 or MAT-668 prior to registering for this course.

MACAT 677 - Practicum in Art Therapy, Counseling and Psychotherapy: Consultation and Supervision I

1

This clinical practicum in an approved agency or institution requires 700 hours onsite, with at least 350 hours in direct client contact.

Prerequisites: Student must complete MACAT-510 or MAT-510, MACAT-523 or MAT-523, MACAT-525 or MAT-525, MACAT-526 or MAT-526, MACAT-527 or MAT-527, MACAT-518 or MAT-518, and MACAT-650 or MAT-650 prior to registering for this course.

MACAT 678 - Practicum Art Therapy, Counseling and Psychotherapy:

1

This clinical practicum in an approved agency or institution requires 700 hours onsite, with at least 350 hours in direct client contact.

Prerequisites: Student must complete MACAT-677 or MAT-677 prior to registering for this course.

MACAT 679 - Internship in Art Therapy, Counseling, Practicum in Art Therapy, Counseling, Supervision III

1

Students should register for this course only after they have registered for and completed all clinical training degree-related requirements, but still have significant remaining hours to complete in order to satisfy licensure requirements in their desired state of licensure. Approval of Department Chair is required for registration. This semester-long clinical practicum is designed for those expecting to be at their practicum site completing hours for more than four weeks into the summer term.

Prerequisites: Student must complete MACAT-678 or MAT-678 prior to registering for this course.

MACAT 995 - Masters of Arts Clinical Qualifying Examination

0

The Qualifying Examination consists of the presentation of a clinical case with an analysis of key interchanges within the session, a written case conceptualization from two different theories (one of which is an Adlerian Case Conceptualization), a treatment plan, a paper integrating research with the clinical case, a paper examining social issues pertinent to the clinical case, client artwork from sessions, and a list of references. Students meet with a faculty examiner to review the material pertinent to the case. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students who fail to pass on the first submission must submit a revised MAQE based on the required changes and modifications. This MAQE experience integrates and authenticates professional knowledge and skills appropriate to the art therapy, counseling and clinical mental health counseling settings, and initial postgraduate professional employment placement. The student discusses and presents the case to illustrate their ability in applying art therapy and counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization and treatment planning. The MAQE consists of a written case conceptualization and treatment plan, integration of research with the clinical case, and an examination of social issues pertinent to the clinical case; (Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students demonstrate competencies which enable them to be a clinically and culturally competent, ethical, and socially responsible entry-level practitioners. The field training experience will provide students the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

Prerequisites: Student must complete MACAT-677 or MAT-677 prior to registering for this course.

MACAT 610 - Internship Continued in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision III

0

This course should only be taken after a student has registered for and completed all clinical training-related degree requirements, but still has remaining time in the practicum contract. Master's level students are most likely to enroll for this course in the summer term after enrolling for practicum in the fall and spring term.

Total Credit Hours Required: 66

* Required before beginning art therapy practicum.

If needed

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

Program Mission

The Master of Arts in Counseling: Clinical Mental Health Counseling program consists of:

- A comprehensive curriculum that incorporates both counseling foundations and experiential learning, as well as supervised clinical field experience totaling 62 credit hours.
- Students can complete the program either through the on-campus or the online modality.
- The CMHC on-campus modality may be completed in as little as two years as a full-time student or three to four years on a part-time (evening/weekend/online) basis.
- The CMHC online modality has three different course sequence plans. The program may be completed in as little as two years (as a full-time student), 2.5 years, and three years. The clinical field training experience includes a supervised practicum (a minimum of 100 hours) and internship (a minimum of 600 hours) over three, 15-week semesters.
- The Social Justice Practicum (SJP), a 200-hour non-clinical social responsibility immersion experience, was offer students the opportunity work with local nonprofits and organizations and gain hands-on experience in making a positive impact in their local communities. All Adler University students participate in the SJP courses.
- Passage of the CMHC Comprehensive Examination.

Emphasis Option

Students in both the online and on-campus CMHC modalities can elect an "Emphasis in Military/Veterans Behavioral Health." This Emphasis requires two courses taken in partnership with our Military Psychology program. The number of credit hours for the CMHC and Emphasis Degree are the same, at 62 credit hours. See Degree Requirements section for further detail.

Program Learning Objectives

1. **Professional Orientation and Ethical Practice:** Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethical 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, couple, and family development in the practice of counseling with an emphasis on cultural diversity across the lifespan.
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 groups 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 the well-being of individuals, couples, groups, families, and a diverse society.
10. **Social Justice and 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.
11. **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.

Modalities

The CMHC program can be completed in one of two modalities: on-campus or online.

On-Campus Modality

In the on-campus modality, most classes are offered in a traditional classroom format with weekly on-campus meetings. However, to meet the needs of students with different life demands, several classes may also be offered in weekend, evening, online, or blended (partially online) formats. This modality is intended for students living in the region who intend on conducting in-person learning.

Online Modality

The online modality is designed for students who want to complete the program in a distance-learning format. Students do not need to live in the region to participate in this modality. Students are required to participate in two campus residency experiences, which require travel to campus. Each residency experience is over the course of four days and typically occurs once in the first year and once in the second year of the program. All courses and content will be delivered online through Adler University's learning management system (CANVAS) in a 7-week or 15-week cycle.

We aim to build a supportive learning community for students from diverse geographic regions and backgrounds. The CMHC online modality utilizes multimedia and contemporary technology to facilitate student learning. Courses include asynchronous learning with weekly assignments and some synchronized learning, which provides options for students to attend virtual meetings at a predetermined time. The frequency of synchronous meetings varies based on course type and term length but typically occur once every 2-3 weeks in each class and meetings last about 1-1.5 hours. In addition to online engagement, below are the four courses that require participating in a residency experience with face-to-face interaction and experiential learning during the first and second years.

These courses include:

- COUN 534 - Counseling Skills (first residency)
- COUN 536 - Multicultural and Social Justice Counseling (first residency)

- COUN 540 - Group Counseling (second residency)
- CMHC 617 - Treatment Planning and Intervention (second residency)

Licensure

The program curriculum is designed to meet the current Illinois Licensed Professional Counselor (LPC) credential requirement. With additional post-master's supervised experience, graduates may apply for the Licensed Clinical Professional Counselor (LCPC) credential in Illinois.

CMHC students are eligible to take the National Counselor Examination (NCE) on campus during the last semester of the program before graduation as a part of the application process to earn the National Certified Counselor (NCC) credential. Upon degree completion, students can submit their NCE scores to the Illinois State Board toward the fulfillment of state Licensed Professional Counselor requirements. Graduates can apply for an advanced license, The Licensed Clinical Professional Counselor (LCPC) credential in Illinois, upon completing all necessary postgraduate training and supervised experiences.

Many states accept CACREP-accredited programs as preliminary education requirements for entry-level counselor licensure. Thus, graduates of both on-campus and online modalities are eligible to apply for licensure in these states.

Students are advised that licensure criteria change frequently and that some states may require courses and/or training beyond those currently required by the program. It is the responsibility of the students to find out the licensure requirements of the state where they want to reside and practice. Students need to work with their advisor to adjust their curriculum according to specific state 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 GPA 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.

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 and II (on-campus/ground modality) or Social Justice Practicum I, II, III, and IV (online modality).
4. A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C.
5. Passage of the CMHC Comprehensive Examination.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling.

Professional Practice and Clinical Field Training

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective to the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of SJP online modules or seminars.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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 a student's training 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 within students' chosen community. Practicum is the first phase of clinical field training in mental health settings as a counselor trainee. In this phase, students are to complete at least 100 hours of fieldwork, consisting of 40 hours of direct client service contact, which must include individual and group counseling experiences. An 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, intake, assessment, and individual and group counseling, assessment. Students must lead or co-lead a counseling or psychoeducational group, for a minimum of 5-10 hours either during their practicum or internship experience.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines practicum as a supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge (practicum is completed prior to internship). Internship is also a supervised clinical experience in which the student redefines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills appropriate to their program and initial postgraduate professional placement.

For both online and on-campus modalities, the directors of 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 our clinical training site at: https://publicdocs.adler.edu/lms/cmhc_internship/#/

You may also obtain the document from your faculty adviser, clinical training director, or program director.

CMHC Comprehensive Examination

The CMHC Comprehensive Examination evaluates eight core areas that represent the foundational knowledge required by all entry-level counselor education graduates. They are aligned to the CACREP standards: professional counseling orientation and ethical practice; social and cultural diversity; human growth and development; career development, counseling and helping relationships; group counseling and group work; assessment and testing; and research and program evaluation. Students typically take this exam while enrolled in an internship. All students are required to achieve a passing score on this exam to graduate. Note that this exam is not the same as a state licensure exam. Different states may require different licensure examinations, and students need to be familiar with the state's licensure requirements (academic work, training, etc.) and whether they want to be licensed.

Degree Requirements

Core Courses (CMHC)

Courses denoted with an asterisk (*) are practicum prerequisites students must complete before starting their counseling practicum (CMHC 600). 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 "#" require residency week attendance on campus for Online Modality.

COUN 518 - Adlerian Theory and Counseling

3

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.

CMHC 538 - Professional Functions of Clinical Mental Health Counselors

3

This course orients students to the roles and functions of clinical mental health counselors. Topics include the nature and history of the field of clinical mental health counseling, the function of care coordination across different service delivery formats, as well as the policies and regulations that impact counselors. Administrative roles of clinical mental health counselors will also be covered. This includes the nature of program development and management as it pertains to finance and regulatory processes. In addition, students will learn about various models of supervision and consultation, as well as risk and emergency systems management within both clinical mental health and community settings.

COUN 532 - Professional, Legal, and Ethical Issues

3

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

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 postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

COUN 534 - Counseling Skills

3

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, hereand-now processing, self-disclosure, and stages of change.

COUN 535 - Diagnosis Maladaptive Behavior

3

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 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

CMHC 617 - Treatment Planning and Intervention

3

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.

Prerequisites: Student must have completed COUN-534 or MAC-472 or PCO-472 prior to registering for this course.

COUN 618 - Couples and Family Counseling

3

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.

Prerequisites: Students must complete MAC-472 or PCO-472 or COUN-534 prior to registering for this course.

COUN 622 - Human Growth & Development

3

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

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

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 and 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

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 of assessment instruments (online, etc.) 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.

Prerequisites: Student must complete MAC-472, PCO-472, or COUN-534 prior to registering for this course.

COUN 630 - Addiction Counseling

3

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 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.

CMHC 615 - Crisis Intervention and Trauma Counseling

3

This course will introduce students to crisis intervention models and associated responses to clients' mental health needs during crises, disasters, and other trauma-causing events. Strategies and procedures for assessing risk, including suicide, aggression, and self-harm will also be covered. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems. An emphasis is given to 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, including the cumulative effects of Adverse Childhood Experiences (ACEs). The principles of grief and bereavement processes, including cultural differences will also be addressed.

Electives (3 credit hours)

Students in the non-emphasis option are required to take one three-hour elective. If enrolled in the CMHC and Emphasis, one of the Military Psychology courses below will be in place of an elective. Students can take electives offered by the CMHC program as listed below or choose a course from the Counseling and Integrated Programs Department Elective Menu. Please note that not all the electives are offered at the same time; their availability depends on the offering cycle. Canadian students are advised to take the thesis series as an elective should they plan to pursue doctoral studies in Canada. Students can take courses offered by other departments with the approval of the respective department chair and their faculty adviser's approval.

Core Courses: CMHC + Emphasis in Military/Veterans Behavioral Health (MVBH)

Courses denoted with an asterisk (*) are practicum prerequisites students must complete before starting their counseling practicum (CMHC 600). 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 "#" require residency week attendance on campus for Online Modality.

COUN 518 - Adlerian Theory and Counseling

3

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.

CMHC 538 - Professional Functions of Clinical Mental Health Counselors

3

This course orients students to the roles and functions of clinical mental health counselors. Topics include the nature and history of the field of clinical mental health counseling, the function of care coordination across different service delivery formats, as well as the policies and regulations that impact counselors. Administrative roles of clinical mental health counselors will also be covered. This includes the nature of program development and management as it pertains to finance and regulatory processes. In addition, students will learn about various models of supervision and consultation, as well as risk and emergency systems management within both clinical mental health and community settings.

COUN 532 - Professional, Legal, and Ethical Issues

3

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

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 postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

COUN 534 - Counseling Skills

3

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 Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

CMHC 617 - Treatment Planning and Intervention

3

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.

Prerequisites: Student must have completed COUN-534 or MAC-472 or PCO-472 prior to registering for this course.

COUN 618 - Couples and Family Counseling

3

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.

Prerequisites: Students must complete MAC-472 or PCO-472 or COUN-534 prior to registering for this course.

COUN 622 - Human Growth & Development

3

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

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

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 and 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

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 of assessment instruments (online, etc.) 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.

Prerequisites: Student must complete MAC-472, PCO-472, or COUN-534 prior to registering for this course.

COUN 630 - Addiction Counseling

3

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 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.

Course Menu: Emphasis in Military/Veterans Behavioral Health

Students must pick two of these courses (or six credits) to fulfill the Emphasis track. All courses below are in online/asynchronous format only.

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

3

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

Students can pick one of the following to fulfill the second course for the Emphasis.

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and

global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 508 - Culture & Diversity Military

3

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

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

Elective Options

Refer to the Program of Study or the Counseling and Integrated Program Elective Menu advisement sheet.

Note: Students must choose the thesis option before the end of the first semester in their first year. Students will need to work with their faculty advisor during their first-year second term with the expectation that the series will be started in the third term 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.

Thesis Series

COUN 550 - Preparation for Applied Thesis

1

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

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.

Prerequisites: Student must complete COUN-550 prior to registering for this course.

COUN 552 - M.A. Thesis II

1

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.

Prerequisites: Student must complete COUN-551 prior to registering for this course.

Field Training and Seminars

Social Justice Practicum: On-ground Modality

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

Social Justice Practicum: Online Modality

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must 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 no life credit is admissible to meet this requirement.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for

students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Clinical Training Requirements

CMHC 600 - CMHC Practicum and Seminar

3

CHMC 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-601).

Prerequisites: Student must complete SJP-513 SJP-514 or SJP-515 SJP-516 SJP-517 SJP-518 and COUN-532 COUN-533 COUN-534 COUN-535 COUN-536 COUN-540 CMHC-538 CMHC-617 prior to registering for CMHC-600.

CMHC 601 - CMHC Internship and Seminar I

3

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.

Prerequisites: Student must complete CMHC-600 prior to registering for CMHC-601.

CMHC 602 - CMHC Internship and Seminar II

3

This is a continuation of students' internship experience with the goal to complete the 600-hour 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.

Prerequisites: Student must complete CMHC-601 prior to registering for CMHC-602.

If students are unable to accrue the 600 required hours of internship upon completion of CMHC-602, then students will have to register for CMHC-699: CMHC Internship and Seminar II Continuation.

CMHC Comprehensive Examination

CMHC 995 - CMHC Comprehensive Exam

0

The CMHC Comprehensive Examination evaluates general knowledge as a professional counselor. Included in this exam is an assessment of the student's understanding of theoretical knowledge across a range of core subject areas found in the student's curriculum.

Total Credit Hours Required: 62

Couple and Family Therapy, (M.A.)

Program Overview

The Master of Arts in Couple and Family Therapy (MCFT) is accredited by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE). It is a clinical program through which students acquire therapy skills emphasizing the enrichment and treatment of couples/relationships, families, and individuals. When working with couples/relationships, 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 couple and family therapy models.

Graduates of the program have the core professional identity as a couple and family therapist (CFT) qualified for professional membership with 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, relationships, families, and individuals (children, adolescents, teenagers, adults, and geriatric populations) in a wide variety of clinical settings such as, but not limited to, community mental health centers and agencies, group and private practices, hospitals, schools, substance abuse treatment programs, correctional facilities, and residential treatment programs; their training is not limited to serving only couples/relationships and families.

The curriculum and supervised training are intended to help students who complete the degree meet the educational requirements for licensure as a Marriage and Family Therapist (LMFT) in Illinois. Licensure requirements can vary from state to state in terms of 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. COAMFTE accreditation improves portability across states as the curriculum and training meets the highest standards and rigor in the field.

MCFT students may also add the Certificate in Sex Therapy to their program of study by either stacking the certificate onto their degree, allowing them to still take some of the department's elective courses or utilizing certificate courses to meet the electives requirement in the degree.

The Master of Arts in Couple and Family Therapy program is dedicated to training quality couple and family therapists who are firmly grounded in systemic theories and who are socially responsible and sensitive to diversity and social justice issues, with a clear professional identity as couple and family therapists. This mission is achieved through a commitment to our Program Goals and Student Learning Outcomes.

Program Goals

1. To develop a clear professional identity as an ethical couple and family therapist.
2. To train students to develop a systemic worldview in their work as a couple and family therapist.

3. To graduate socially responsible professional couple and family therapists sensitive to social justice and diversity.

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 for systemic clinical practice.
3. To demonstrate cultural competency in practicing couple and family therapy with diverse populations.
4. To display proficiency in clinical skills and treatment approaches in the practice of couple and family therapy.
5. To demonstrate knowledge of Adlerian principles that can complement systemic work with couples, families, and individuals.
6. To locate, evaluate, and apply Couple and Family Therapy research to clinical work.
7. To describe, understand, and identify dynamics of power, privilege, and marginalization.
8. To establish a clear professional identity as an entry-level couple and family therapist.

Program-Specific Admission Requirements

In addition to admission requirements common to all the Adler University graduate clinical programs, the CFT core faculty will review undergraduate transcripts (and graduate transcripts, if applicable), letters of recommendation, and a statement of interest. It is recommended that applicant's statement describes why they are choosing the field of couple and family therapy, as well as addressing any deficits where students do not meet the stated admissions requirements. 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 GPA 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.
- Commitment to the profession of couple and family therapy as demonstrated in their application essay.
- Letters of recommendation from writers who hold an advanced degree.

CFT Professional Development - Self of the Therapist

The mission of the MCFT program is to train quality couple and family therapists firmly grounded in systemic theories who are culturally competent and socially responsible. To bring the curriculum, social justice lens, and clinical practicum experience together, the CFT program attends to self-of-the-therapist growth and development throughout the curriculum and specifically in the following course sequence:

Orientation -> 510 -> 660 -> 514 -> 600 -> Practicum Seminars -> 512 -> Capstone Project

Because of this sequence, students cannot transfer in any of these courses but may use a transferred graduate-level equivalent course to meet the program's elective requirement following the university's transfer policies.

Social Justice Practicum

The Social Justice Practicum (SJP) is a non-clinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

- The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.
- The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality,

and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective to the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

MCFT Clinical Practicum

The clinical practicum is a vital part of training at Adler University. Providing therapy for couples/relationships, families, individuals, and groups while under close supervision is the primary path that transforms Couple and Family Therapy (CFT) students into entry-level therapists. Students in good standing (academic and comportment) and with a grade of "B" or better in all practicum prerequisite courses begin clinical practicum in the program's second year. Students required to postpone clinical practicum as decided by the CFT Student Development Committee (SDC) or who do not earn a B or better in these courses must retake them, postponing the start of practicum and extending the overall length of the program.

Over the course of the practicum, weekly clinical supervision is provided at the practicum placement by the site supervisor and also by an AAMFT Approved Supervisor or Supervisor Candidate through the practicum seminar on campus. Site supervisors are licensed mental health professionals who meet the supervision requirements set by the state of Illinois. Additionally, they have the necessary experience and expertise with the site's clientele.

Practicum seminar supervisors are AAMFT Approved Supervisors or Supervisor Candidates and have experience and expertise in both providing systemic therapy and supervising from a systemic perspective. This combination of supervision ensures that student therapists provide quality care to clients and facilitates their growth and identity development as CFTs.

The clinical practicum for full-time students occurs in the second year (Fall term) of the program. Students approved to begin their clinical practicum spend approximately 20 hours per week, for a minimum of 12 months, at an approved practicum site. The practicum is composed of a required 350 hours of direct client contact with couples, families, individuals, and groups, including a minimum of 140 relational or conjoint hours. Additionally, a minimum of 100 hours of supervision, including hours with an AAMFT-approved supervisor or supervisor candidate, must be completed. Up to 100 hours of supervision can also be used toward LMFT licensure requirements in the state of Illinois.

Students must maintain continuous enrollment in practicum until they have completed all practicum requirements. If students do not meet all the clinical requirements by the end of their 12 months and nine credits of practicum, they will enroll in continuation practicum seminars (MCFT-607) in 8-week increments increasing the overall credits and cost for the degree and extending the length of time to completion.

The clinical training director of the CFT program will collaborate with students to identify the clinical experiences that meet the needs of the CFT profession and the goals of the student. Additional resources regarding clinical practicum are available in the *CFT Clinical Training Manual*.

Capstone Project

The Capstone Project required of all MCFT students consists of two parts - the Master of Arts Qualifying Exam (MAQE) and the Professional Portfolio. The Capstone Project is used as part of the evaluation of students' competencies across the program's eight Student Learning Outcomes and is completed within MCFT-512 in the student's final summer of the program. Students who must continue in additional semesters to complete their clinical practicum requirements will receive an incomplete in MCFT-512. They will be able to take the MAQE and submit their Professional Portfolio in the semester concurrent with their final practicum seminar resolving the incomplete. Students only receive credit (CR) for the course once they have successfully completed and passed all parts of the Capstone project.

Graduation Requirements

1. Successful completion of the foundational curricular areas as specified in the curriculum requirements.
2. Successful completion of the foundational practice component.
3. Successful completion of the Capstone project, including the Master of Arts Qualifying Examination (MAQE) and Professional Portfolio.
4. Successful completion of Social Justice Practicum I and II.
5. A cumulative GPA of 3.0 or higher and no more than two grades of B- or lower (not including courses that must be retaken for clinical practicum readiness).
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.

Degree Requirements

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.

MCFT students are required to complete three elective credits. Students also completing the Certificate in Sex Therapy will be required to complete six credits of electives as they will not take the sex therapy course for non-certificate students (MCFT-653). The certificate courses can be used to meet the elective requirement.

The M.A. in Couple and Family Therapy course list is organized by Foundational Curricular Areas (FCA) as defined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) Standards Version 12.5. Successful completion of the following courses is required for this degree:

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models

9 area credits/9 program credits

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

3

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 662 - Modern Approaches to Couple and Family Therapy

4

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 cognitivebehavioral 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 650 - Post-Modern Approaches to Couple and Family Therapy

2

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.

FCA 2: Clinical Treatment with Individuals, Couples, and Families

9 area credits/18 program credits

MCFT 572 - Basic Skills of Therapy for CFTs

3

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 670 - Family Therapy with Children and Adolescents

3

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 655 - Therapy with Intimate Relationships: Theory and Techniques

3

This is an intermediate course focusing on therapy with mate relationships and must be taken concurrently with practicum. Systemic processes pertaining to intimate relationship 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 assessment, intervention, and treatment in therapy with intimate relationships will be addressed (e.g., infidelity, trauma, and desire discrepancy).

FCA 3: Diverse, Multicultural, and/or Underserved Communities

3 area credits/21 program credits

MCFT 660 - Culture and Diversity in Couple and Family Therapy

3

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 status, 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.

FCA 4: Research & Evaluation

3 area credits/24 program credits

MCFT 597 - Research Methods

3

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.

FCA 5: Professional Identity, Law, Ethics, & Social Responsibility

7 area credits/31 program credits

MCFT 505 - Systemic Ethics

3

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 and 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 510 - CFT Professional Development Seminar A: POT

1

CFT Professional Development Seminars (A and B) are a series of two one-credit courses that focus on the student's professional development as a graduate student in the COAMFTE-accredited MCFT program and an entry-level systemic therapist. Students will meet in small seminar groups with their assigned faculty advisor across fall and spring. Information about the department, the program, and an understanding and application of Person-of-the-Therapist (POTT) are learning objectives for MCFT-510 while in MCFT-514, students will build on this information from their learning in the fall with a focus on group process and applying for clinical practicum.

MCFT 512 - CFT Professional Identity Seminar and Capstone Project

1

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 as part of their capstone project including the development of a resume or curriculum vitae (CV), as well as a focus on licensure paperwork. Students will also take the Master's Qualifying Examination (MAQE), also part of their capstone project, which 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 514 - CFT Professional Development Seminar B: Pre-Practicum

1

CFT Professional Development Seminars (A and B) are a series of two one-credit courses that focus on the student's professional development as a graduate student in the COAMFTE-accredited MCFT program and an entry-level systemic therapist. Students will meet in small seminar groups with their assigned faculty advisor across fall and spring. Information about the department, the program, and an understanding and application of Person-of-the-Therapist (POTT) are learning objectives for MCFT-510 while in MCFT-514, students will build on this information from their learning in the fall with a focus on group process and applying for clinical practicum.

MCFT 600 - CFT Professional Identity and Practicum Seminar

1

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 upon 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. Students receive an introduction to seminar including team observation of clinical work.

Prerequisites: Student must complete MCFT-510 prior to registering for this course.

FCA 6: Biopsychosocial Health & Development across the Life Span

3 area credits/34 program credits

MCFT 654 - Family Development Across the Life Span Cycle

3

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.

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis & Treatment

3 area credits/37 program credits

MCFT 647 - Biopsychosocial Bases of Health and Dysfunction for CFTs

3

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

FCA8: Contemporary Issues

7 area credits/44 program credits

MCFT 526 - Trauma-Informed Systemic Therapy

2

This course will focus on development of systemic skills regarding trauma in the client system. Exploration of individual, collective, shared, and historical trauma will be covered as well as complex trauma. Self of the therapist dynamics will be considered as well as the identification and support for burnout and compassion fatigue.

MCFT 538 - Addictions and Family Systems

2

This course is designed to provide an introduction to alcoholism, substance abuse, and other addictive disorders and an understanding of the impact of addiction (and recovery) on couples and families. Included is an overview of the information needed to assess, along with the treatment models of addictive disorders, and the tools to be able to recognize the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and the mentally ill substance abuser (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems. Other addictions, for example, hoarding, shopping, gambling, eating, sex, and pornography, will also be reviewed.

MCFT 653 - The Clinical Practice of Sex Therapy

3

This course will explore the basic theories and methods of sex-related psychotherapy and sex therapy assessment, including how to identify psychosexual disorders as it relates to the current edition of the DSM V. Students can anticipate learning clinical interventions to utilize in psychotherapy addressing presentations of psychosexual disorders as well as sex and intimacy concerns. Students will also gain competency in ethical decision-making and best practice in sex therapy, identifying when to seek consultation, collaborate with colleagues and make appropriate referrals.

FCA9: Community Intersections & Collaboration

4 area credits/48 program credits

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual

Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

MCFT 533 - Fundamentals of Adlerian Theory and Interventions and Family Guidance

2

This course provides the couple and family therapy student with an overview of the core concepts of Adler's Individual Psychology as complementing systemic work with couples, families, and individuals. Building on this foundation, the course provides an opportunity to develop child family guidance and parenting skills education skills based on Adlerian principles and traditions. Through lecture, class discussions, observations, and participatory demonstrations, students will begin learning how to apply Adlerian principles to working with family systems, within individual families, in schools and organizations, and in a greater social context.

FCA10: Preparation for Teletherapy Practice

This area is met through coverage of teletherapy in MCFT-505, MCFT-572, MCFT-514, and MCFT-600.

Foundational Practice Component **

9 area credits/57 program credits

MCFT 603 - CFT Practicum and Practicum Seminar I

4

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 video 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. Students will present their own genogram in MCFT-603 and a Theoretical Case (video) Demonstration and Presentation in MCFT-605. Students must continue to enroll in practicum seminar (MCFT-603, MCFT-604, MCFT-605, and MCFT-606) as necessary until the required hours are completed. Students must also attend practicum seminar and receive supervision in every week of their twelve-month practicum they are providing clinical services to clients, including during breaks from instruction throughout the full twelve months. MCFT-603 will meet weekly throughout the fall semester with their assigned supervisor.

MCFT 604 - CFT Practicum and Practicum Seminar II

3

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 video 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. Students will present their own genogram in MCFT-603 and a Theoretical Case (video) Demonstration

and Presentation in MCFT-605. Students must continue to enroll in practicum seminar (MCFT-603, MCFT-604, MCFT-605, and MCFT-606) as necessary until the required hours are completed. Students must also attend practicum seminar and receive supervision in every week of their twelve-month practicum they are providing clinical services to clients, including during breaks from instruction throughout the full twelve months. MCFT-604 will meet weekly throughout the spring semester with their assigned supervisor.

Prerequisites: Student must complete MCFT-603 prior to registering for this course.

MCFT 605 - CFT Practicum and Practicum Seminar III

1

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 video 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. Students will present their own genogram in MCFT-603 and a Theoretical Case (video) Demonstration and Presentation in MCFT-605. Students must continue to enroll in practicum seminar (MCFT-603, MCFT-604, MCFT-605, and MCFT-606) as necessary until the required hours are completed. Students must also attend practicum seminar and receive supervision in every week of their twelve-month practicum they are providing clinical services to clients, including during breaks from instruction throughout the full twelve months. MCFT-605 will meet weekly throughout summer I with their assigned supervisor and students will also register for MCFT-606 in summer II and select their supervisor.

Prerequisites: Student must complete MCFT-604 prior to registering for this course.

MCFT 606 - CFT Practicum and Practicum Seminar Continuation

1

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 video 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. Students will present their own genogram in MCFT-603 and a Theoretical Case (video) Demonstration and Presentation in MCFT-605. Students must continue to enroll in practicum seminar (MCFT-603, MCFT-604, MCFT-605, and MCFT-606) as necessary until the required hours are completed. Students must also attend practicum seminar and receive supervision in every week of their twelve-month practicum they are providing clinical services to clients, including during breaks from instruction throughout the full twelve months. MCFT-606 will meet weekly throughout summer II and students can select their supervisor.

Prerequisites: Student must complete MCFT-602 or MCFT-605 prior to registering for this course.

(If students do not meet all the clinical requirements by the end of their 12 months and nine credits of practicum, they will enroll in continuation practicum seminars (MCFT-607) in 8-week increments increasing the overall credits and cost for the degree and extending the length of time to completion).

Elective Courses

Students must complete three credits of elective coursework selected from the list below; course descriptions are available in the Doctor of Philosophy in Couple and Family Therapy section of this Academic Catalog.

Three area credits/60 program credits:

CFTD 681 - CFT Special Topic 1

1

This one-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 682 - CFT Special Topic 2

2

This two-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 683 - CFT Special Topic 3

3

This three-credit elective course with focus on a special topic in the field of Couple and Family Therapy providing knowledge and skills for developing CFTs. The Special Topics elective courses are designed to examine special interests, including current and emerging issues for couples and families, areas of social justice, and professional matters for CFTs. Topics covered and faculty instructors will alternate.

CFTD 711 - Couples and Families in Crisis: Forensic Work From a Systemic Perspective

1

This one credit elective course offers insight into working with couples and families in unique crisis situations and special populations. Topics include: working with victims of intimate partner violence and when children are witnesses; persons who use violence against their partners; children with trauma reactions related to having witnessed violence; childhood sexual abuse and incest survivors; undocumented immigrants; survivors of natural disasters; first responders; and foster families.

CFTD 728 - Divorce Mediation and Conflict Resolution with Couples

3

This course is about understanding conflict, resolution, and divorce mediation from a relational lens and through a systemic 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.

CFTD 732 - Integration of Religion and Spirituality in CFT

3

This course examines the integration of religion and spirituality into couple and family therapy. Students will critically examine the literature on spirituality and religion, explore diverse spiritual and/or religious paths, and discuss the potential benefit/harm of spiritual and/or religious beliefs. Students will develop skills to integrate spirituality into treatment. Throughout the course, students will explore self-of-the-therapist issues and the impact of culture, power, and privilege on clients and their experiences.

CFTD 735 - Working Systemically With Sexual and Gender Minority Populations

3

The goal of this course is for students to feel more confident working with sexual and gender minority populations in the therapy room. This goal will be achieved by utilizing a systemic lens while learning about these clients and creating interventions to exercise in your clinical practice. Though sexual and gender minority populations are commonly known under the LGBTQ+ umbrella, this course will provide a respectful prominence and balance that 1) the experiences of gender minorities and sexual minorities are very different experiences and 2) represent the umbrella in the significant and powerful way. The course will provide opportunities to learn through lectures, readings, role plays, and demonstrations of foundational aspects of the therapeutic process to practice the therapeutic skill set.

CFTD 736 - Medical Family Therapy

3

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 and the impact of dimensions of culture, power, and privilege will be emphasized throughout the course. Also, issues of collaboration between marriage and family therapists and other healthcare professionals will be discussed.

CFTD 738 - Gerontology Issues in Family Therapy

3

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.

CFTD 789 - Creative Intervention with Couples and Families

1

This one credit 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 Sculpt, and Music Therapy. This is a hands-on experiential class.

CFTD 802 - hooks & Hardy

2

This course is designed to explore the scholarly works of bell hooks and Ken Hardy. Multiple writings of bell hooks and Ken Hardy provide frameworks to increase critical thinking in examining complex layers of cultural forces that impact lived experience and propose paradigms for impacting systemic change. Students will participate in critical reflection and sustained dialogue about hooks and Hardy's concepts as well as engage in assignments that apply concepts to their own work. In addition, students will explore how the works of hooks and Hardy can increase the capacity to advance Adler University's mission of social justice and social responsibility.

CFTD 804 - Adult Attachment Theory

2

This course will provide students with an overview of conceptual and empirical issues in adult attachment theory and its theoretical application in working with couples. Through the use of vignettes, role-plays, and educational videos, students will be helped to conceptualize dyadic stress with an attachment focus to work with couples to recreate healthier bonds. Application of adult attachment models with specific populations will be reviewed. Self-of-the-therapist aspects that may arise in applying adult attachment models will be addressed.

CFTD 805 - Divorce

1

The purpose of this seminar is to examine specific issues for families who are experiencing divorce. Topics include the culture of divorce, the impact of divorce, the aftermath of divorce for men, women, and children, and remarriage and blended families. Students are encouraged to examine their current beliefs about divorce in regard to the classroom material presented and are encouraged to see, experience, and understand the world from different perspectives. Students will participate in activities to promote self- and other-awareness.

CFTD 807 - Infidelity

1

Infidelity is a common presenting problem in couple, family, and individual therapy with presentation ranging from the aftermath for couples and families to individuals deciding between their partner and their affair. This seminar will define infidelity understanding the critical issues and look at the treatment of infidelity in couples, families, and individuals as well as reflect on the impact of treating infidelity on clinicians.

CFTD 811 - Pop-Culture and Couple and Family Therapy

1

Popular culture is often absorbed without thinking critically about its content or consequences. This is remarkable given the enormous impact it has on our lives, our identities and our consciousness. We often do not stop to think or question the underlying assumptions of popular culture, nor do we think about for what or whom such assumptions or content may support. Questions of power and ideology are deeply interwoven in popular culture despite their seeming absence. Additionally, popular culture has an incredible impact on how we view ourselves as individuals and in relation to others. This course will focus on the reciprocal relationship between being influenced and influencing popular culture and our responsibility as socially just couple and family therapists.

CFTD 815 - Consensus Rorschach

1

The Consensus Rorschach (CR) is a projective technique for the assessment of couples that has been used to elicit and analyze communication styles, power and control dynamics, emotional processes, and interpersonal stress dynamics. This seminar will provide the history of the technique, training in the administration and interpretation of the protocol, and cutting edge research on the use of the Consensus Rorschach with couples.

CFTD 821 - Private Practice

1

This one-credit course introduces students to the insides of life in private practice. Whether it be a group practice, co-op practice, or solo business, working in private practice offers unique opportunities and challenges. Students will learn the four areas of being successful in private practice as well as the logistical, administrative, ethical and business aspects that go into starting a private practice.

CFTD 823 - Building a Psychoeducation Program

1

Psychoeducation is an evidence-based practice (EBP) that can give information and support to families with a member with a diagnosis of mental and/or physical illness, and they also provide opportunities to build your clinical practice and reach clients who may be reluctant to attend therapy. This seminar will walk you through the steps of developing a psychoeducational program on the topic of your choice - developing the content, choosing the delivery mode, and integrating methods for evaluation.

CFTD 825 - Working with Families with a Child with Special Needs

1

This seminar will focus on meeting the needs and working with families with a child with special needs. Learning objectives include a focus on the impact of a child with special needs on the family including parenting issues, the couple relationship, and on siblings. Additionally, the process that a child with special needs goes through in determining the need to receive special education including a discussion on the differences of accommodations versus modifications.

CFTD 827 - How to Publish a Book in the Field of Mental Health

1

One important aspect of a career in the field of mental health is writing and publishing. Whether it be a research paper, essay, book, or blog, putting our insights into written word can be a crucial component of being a clinician. This seminar will introduce students to the process of publishing a book in the field of mental health. Participants will learn how to navigate the world of publishing, find a publisher and agent, and how to pitch your work to commercial and academic publishers. A particular focus will be paid to developing and crafting the contents of student book ideas, as well as learning the nuts and bolts of getting a book published.

CFTD 831 - Becoming a Kink-Aware Professional: An Exploration of Kink and BDSM

1

This course will explore Kink and BDSM practices in sexuality within a systemic framework. Students will be expected to engage in intrapersonal work exploring their own attitudes and biases about Kink and BDSM practices and analyze how countertransference may impact their clinical work. Through didactic learning, students will become familiar with specific vocabulary and communication strategies that are utilized during BDSM scenes and Kinky play to foster consent. Students will increase their awareness of clinical assessment strategies to determine when situations promote safety versus abuse; students will learn appropriate clinical interventions to use in situations where abuse is present. Professional development in the field of sexuality will also be emphasized to help students foster a safe clinical environment for Kinksters and BDSM practitioners. Students will be instructed to practice self-care and be prepared as lectures may contain explicit content.

CFTD 833 - Perinatal Mental Health

1

Perinatal mood disorders and the special issues that present during the perinatal period are prevalent. This course will examine the unique challenges and special considerations when working with couples and families during this period in the family life cycle. Students will be provided an introduction to special topics inherent in working with perinatal clients including, but not limited to, perinatal mood disorders, infertility and perinatal loss, self-of-therapist when working with perinatal clients, and assessment and intervention strategies for individuals, couples, and families.

CFTD 837 - Introduction to Consensual Nonmonogamy

1

This course will explore various forms of consensual nonmonogamy within a systemic framework. Through didactic learning, the student is expected to gain knowledge regarding the various relational configurations of consensual nonmonogamy and an understanding of the specific vocabulary utilized by those within the community. The student is to use their systemic understanding to conceptualize, assess, and effectively use interventions within the consensual nonmonogamy community. The student is expected to explore and challenge their own potential biases and areas of countertransference that would come up in clinical work with the consensual nonmonogamy community. The student will creatively collaborate on how to foster safe and sensitive spaces for consensual nonmonogamy clients, as well as how to effectively market themselves as allied clinicians. The class will promote ongoing self-care and preparation as the class will include sensitive and/or explicit materials.

CFTD 841 - Men's Mental Health

1

While there is a shared need to connect to self and others, the differences between men and women and how they connect are distinct in some ways. Clinical understanding related to the needs of each gender should not be based solely on assumptions and personal experiences but should also include an integration of human development knowledge and empirical research. This seminar will focus on key mental health issues specific to men. Topics for consideration will include men's developmental tasks across the lifespan, men's mental health risks and challenges, an examination of how men function within intimate partnerships and family systems, and key clinical considerations for supporting the well-being of men. Diversity considerations will also be incorporated across topics.

CFTD 843 - Exploring Stereotypes of Women

1

This course is designed to help students critically examine and explore stereotypes specific to women of color. This

course will focus on the intersectionality of race, gender, class, and geographical variables that create racialized gender stereotypes for women of color. Through class readings, educational videos, and media, students will discuss and reflect on these stereotypes impact perceptions, thoughts, beliefs, behaviors, and interactions.

CFTD 861 - Introduction to Mediation for Couples and Families

1

This course will cover the basics of mediation and how to apply these skills to your therapy practice to help couples and families resolve disputes more effectively and communicate in healthy and helpful ways. Course topics will include: types of mediation, aspects of positive communication, how to have difficult conversations, family and divorce mediation, parenting coordination, and how to build mediation into your therapy practice. Students will read about the steps involved in mediation, watch videos demonstrating these steps, and practice conducting mediation sessions via role plays.

CFTD 863 - Clinical Risk Management Suicide in Couples and Families

1

This seminar will focus on suicide as an issue of clinical risk management in therapeutic work with families. A self-of-the-therapist lens will be used to help develop the student's ability to respond to clients in crisis specifically focusing on interpersonal behaviors, reactions, risk factors and intervention strategies. Suicidal ideation as well as working with families after loss to suicide will be reviewed.

CFTD 870 - International Immersion and Cross-Cultural Studies

3

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.

SEX 690 - A Biopsychosocial Approach to Sexuality Across the Lifespan

3

This course will explore developmental sexuality across the lifespan including sexual and reproductive anatomy and physiology, human sexual response cycles, and the normative developmental tasks and challenges related to sex and sexuality from a biopsychosocial perspective. Competency understanding, assessing, and conceptualizing sexuality in a sex-positive way at various life stages including clinical interventions and improved communication skills addressing common challenges will be introduced. Students will explore the impact of gender as it pertains to the development of gender identity, gender expression and gender roles across the lifespan. In addition, students will develop a thorough understanding of unique considerations in working within LGBTQIIA+ populations, including Queer Affirmative clinical approaches and interventions. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 691 - Sexual Attitude Reassessment (SAR)

1

This course is an intensive in-person and experiential workshop designed to allow participants to examine and process their sexual attitudes, values, and beliefs through exposure to various kinks, fetishes, and sexual themes. Highly experiential in nature, the SAR involves exposure to films, documentaries, lectures, guest speakers and workshop activities with a focus on processing in both large and small groups. At the end of the course, participants are tasked with writing a paper sharing the impact of the SAR on their sexual attitudes and professional philosophy in sex therapy. This course is a 14-hour workshop over 3 days (Friday - Sunday). This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 14 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 692 - Diversity in Sexuality: Socio-Cultural, Medical, Technological, and Ethical Influences

3

This course will examine the socio-cultural, medical, technological and ethical factors impacting the current landscape of sex and sexuality. Students will explore the impact of race, religion, ethnicity, socioeconomic status, gender and ability on sexual values, attitudes and behaviors, including an understanding of the impact of a range of pervasive social justice issues on sexual functioning and satisfaction. Diversity in sexual expression and lifestyles including consensual non-monogamy, polyamory, kink, BDSM and fetishes as well as the unique considerations for these populations and lifestyles will be reviewed. From a sex-positive, culturally competent place, students will further explore the impact of changing technology used for both pleasure enhancement and the risks of maladaptive use. Students will also gain competency in ethical decision-making and best practice in sex therapy becoming knowledgeable about the history of sex therapy research. Primary to this course is the expectation that students will engage in personal reflections around their own sexuality including learning to complete a thorough sexual history. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 693 - Sex Therapy in Action: Assessment, Diagnosis, and Treatment of Psychosexual Issues and Dysfunction

3

This course will cover the practice of sex therapy through the assessment, diagnosis, and treatment of psychosexual disorders in the DSM-V including sexual issues arising from trauma, medical or mental health factors, relational factors, or environmental factors. Students can expect to learn several models and theories from both an individual and relational perspective to effectively diagnose and treat sexual functioning issues in people with penises and people with vulvas, as well as out-of-control sexual behaviors and paraphilic disorders. Students will explore the short and long-term impact of sexual abuse and trauma on sexual functioning including clinical skills in application with survivors through a trauma-informed lens. This course will also cover professional communication, collaboration, and supervision skills in order to offer an integrated treatment model and to gain knowledge in appropriate referral practices to other healthcare providers. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

Total Credit Hours Required: 60

****Continuous enrollment in CFT Practicum and Practicum Seminar is required until the necessary clinical hours for degree conferral are completed. Students who do not complete their hours must continue to enroll in practicum continuation (MCFT-607) which may extend the overall length of the program and increase the overall program credits.**

Students must be enrolled in practicum seminars over the full course of the 12-month practicum contract for a total of 9 credits starting in fall.

*****Elective courses completed in the MCFT program cannot be transferred into the CFTD program.**

The department chair surveys incoming and continuing CFT students to schedule upcoming elective courses, with courses typically offered no more frequently than every other year. Additionally, if there is insufficient student interest to support an elective course offering, it may be canceled.

MCFT students who add the Certificate in Sex Therapy (CST) to their degree are able to use six credits from the certificate to meet degree requirements. These six credits include the three credits of electives, as well as a substitution for MCFT-653 which is designed and required for non-certificate in sex therapy students. These students can also add any or all of the Certificate in Sex Therapy courses to their degree up to a total of 70 credits completed for both the MCFT and CST. This will allow them to both complete the CST and take electives offered by the department.

Forensic Mental Health Leadership, (M.A.)

Program Overview

The Master of Arts in Forensic Mental Health Leadership prepares individuals to become leaders, consultants, and agents for change in forensic mental health and related public safety fields. Students in this program will gain personal and professional growth by learning new skills, strategies, and research-driven data for dealing with the contemporary realities of mounting social problems, shifting cultural landscapes, increased public scrutiny, and the growing demand for increased accountability and transparency from the communities and stakeholders they serve.

In this program, students learn to apply contemporary leadership models and practices, individual, organizational, and community-based assessment and intervention skills, research and program development, consulting skills, ethical practices, and a foundation in empirically supported policies and principles that will inform your choices as leaders within forensic mental health and related public safety organizations, or as consultants to such organizations.

Program Objectives

Upon completion of this program, students will be able to:

1. **Forensic Mental Health System Specialist:** Perform the duties and responsibilities of a forensic mental health system specialist in a manner that assures ethnically and socially responsible delivery of services and recovery opportunities to the community.
2. **Consultation and Intervention Competencies:** Integrate knowledge of theory and professional literature to guide systemic case conceptualization, provide consultation and interventions, and develop policies and strategies to promote the wellness and effectiveness of forensic mental health and public safety organizations.
3. **Social, Legal, Ethical and Culturally Responsible Practice:** Apply knowledge and training regarding the intersection between forensic mental health systems and different populations and practice with reference to legal, ethical, and cultural considerations and the needs and characteristics of different underrepresented communities.
4. **Research and Evidence-Based Practice:** Apply research principles and methods to formulate research for needs assessment, program development and evaluation, and evidence-based practice in response to diverse system needs in the forensic mental health and public safety field.

5. Social Justice Practice and Advocacy: Determine the nature and causes of social problems and injustices in relation to forensic systems and policies and gain experience and skills to advocate for systemic change and community well-being through engagement and leadership in multidisciplinary, diverse forensic mental health and related public safety organizations.

Instructional Modality

This program is designed to be completed in 12-16 months on a full-time basis. Part-time student options allow students to complete the program in up to five years. Students seeking a part-time schedule must consult with the program director. Courses are offered in traditional in-class format on weekdays and evenings, with an online option for some courses.

Minimum Admission Requirements

- A baccalaureate degree earned from a regionally accredited college or university or an equivalent degree from an international college or university.
- A recommended GPA 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, academic abilities, and/or outstanding professional achievement in related fields.
- Approved applicants will be invited for an interview with faculty.

Grade Requirements

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of Social Justice Practicum I and II.
3. Completion of program capstone project.
4. A cumulative GPA 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 Arts in Forensic Mental Health Leadership.

Field Experience

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 their 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.

Degree Requirements

The Master of Arts in Forensic Mental Health Leadership is a 36-credit hour program that includes the following:

Core Courses (22 credit hours)

FMHL 600 - Roles, Responsibilities, and Leadership In Forensic Mental Health and Public Safety

3

This course will explore the historic roots of the forensic mental health and public safety professions as well as provide clarification as to the roles, developments, professional responsibilities, legal and ethical standards, leadership styles and models, and future directions of the field. Students will be exposed to the varying areas in which the mental health professions and legal and public safety systems interact, including but not limited to social service agencies; mental health agencies; jails and prisons; probation and parole; law enforcement organizations; and criminal, family, and civil courts. The course will emphasize the role forensic mental health professionals engage in related to policy development, program development, as well as leadership and oversight in their work with individuals, families, agencies, organizations, networks, and communities.

FMHL 635 - Forensic Mental Health Leadership Capstone

1

Students will integrate and apply the knowledge and skills gained throughout the FMHL program and showcase their developed competencies in the field as a forensic mental health and public safety professional, advocate, community leader, and consultant. Students will complete a capstone project by conducting a community needs assessment that will ultimately inform the creation of a comprehensive forensic mental health program proposal. This course should be taken in the student's final semester within the FMHL program.

COUN 534 - Counseling Skills

3

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, hereand-now processing, self-disclosure, and stages of change.

COUN 535 - Diagnosis Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and

privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

COUN 625 - Research and Program Evaluation

3

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 630 - Addiction Counseling

3

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 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.

Field Experience (2 credit hours)

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside

different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

Electives (12 credits)

FMHL 605 - Violence and Risk Assessment

3

This course explores the evaluation and examination of violence and aggression, their origins and determinants, and their impact on the individual and society. This course addresses general risk assessment and management principles and focuses on the most common forms of violence including general violence, mass violence, sexual violence, intimate partner violence, and stalking. The course provides mental health professionals with practical skills related to using specific risk assessment tools and knowledge about implementing violence risk assessment and management procedures. Practical exercises drawn from actual cases are used to illustrate key concepts.

FMHL 609 - Counseling in Forensic Populations

3

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 mental health diagnoses and conditions within forensic settings. Further, this course examines the counseling theories related to the etiology, development, treatment, and prediction of violent crimes, as well the evidence based interventions within the criminal justice system and other forensic mental health contexts.

FMHL 610 - Forensic Mental Health Evaluation

3

This course prepares students to be forensic mental health evaluators. The role of forensic mental health counselors and evaluators in legal processes relating to miranda waiver capacity, competence to stand trial, criminal responsibility, sexual offending risk, capital sentencing, competence to consent to treatment, civil commitment, threat/risk assessment, child custody, and child protection will be explored. Students will be provided opportunities to apply skills in forensic interviewing, designing protocols to address common referrals from the court/legal system. The course will also explore landmark legal cases that have shaped the activities and practices of mental health professionals, including cases pertaining to expert witness testimony, violence risk assessment, criminal responsibility (insanity), capital punishment, sexual dangerousness, civil commitment, civil and criminal competencies, confidentiality, professional liability, and personal injury.

FMHL 611 - Assessment and Intervention with the Juvenile Offender

3

This course addresses the factors leading to the causes, assessment, classification, and treatment of juvenile delinquency. This course examines cognitive, behavioral, psychodynamic, and developmental approaches contributing to delinquency. This course analyzes legal and institutional responses to juvenile crime from various theoretical perspectives. The role of the mental health professional in the juvenile justice system is explored. This course reviews the major empirically-based prevention and treatment approaches with relevant case studies presented to illustrative key concepts.

FMHL 612 - Police and Public Safety Psychology

3

Police and public safety psychology is concerned with assisting law enforcement and other public safety personnel and agencies in carrying out their missions and societal functions with effectiveness, safety, health, and conformity to laws and ethics. It consists of the application of the science and profession of psychology in the domains of assessment, clinical intervention, operational support, and organizational consultation. This course explores major areas of police psychology and public safety including pre-employment selection, fitness-for-duty evaluation, the use of force, operational stress, crisis management, special unit testing, psychometric tools, and interventions utilized in this specialized area. Special attention is paid to critical incident stress debriefing techniques and models used with this population.

FMHL 613 - Assessment and Intervention with the Sexual Offender

3

This course addresses assessment and treatment of sex offenders and incorporates psychological, criminological, social, and legal theoretical models used in understanding the various types of sex offenders. This course provides risk assessment and prevention models for treatment as well as current evidence-based treatments for this population.

Controversies regarding assessment and treatment of these offenders are examined while taking into account ethical, legal, and multicultural considerations.

FMHL 614 - Correctional Counseling and Rehabilitation

3

This course emphasizes the unique culture of working in a correctional environment. This course provides an overview of the history and evolution of corrections; the development of prisons; and the ideological and theoretical underpinnings of corrections. The history, structure, theories, techniques, and interventions of correctional counseling and rehabilitation is explored. This course covers the basic dimensions of correctional treatment and rehabilitation, including the role of correctional counselors, the assessment and classification of criminal offenders, and the effective strategies and challenges in correctional mental health. The course examines how various techniques and interventions are employed to help treat and rehabilitate offenders, including special needs offenders. Ethical, legal, and multicultural considerations while working in correctional environments are addressed.

FMHL 615 - Clinicians in Court

3

This course provides an overview of the role of the clinician within the legal system. Students will acquire a basic knowledge of the legal and ethical obligations related to clinical work within court-related services. Techniques and skills explored within the course include documentation, report writing, consultation, pre-court preparation, courtroom testimony, and expert witness testimony.

Total Credit Hours Required: 36

Master of Science

Sport and Human Performance, (M.S.)

Program Mission

The Master of Science in Sport and Human Performance (MSHP) provides students with a comprehensive foundation in theories and methods of mental skills training. The MSHP program offers graduate training within sport and human performance, coupled with Adler University's emphasis on socially responsible practice. Students will prepare to work with individuals who wish to maximize their performance and psychological well-being. Graduates are employed within health promotion programs, high school and university athletic departments, amateur and professional sport organizations, and the military.

Program Overview

The Master of Science in Sport and Human Performance includes:

- A comprehensive curriculum, including theory, applied mental skills training, and mentored field experiences totaling 38 credit hours.
- A Social Justice Practicum, a social responsibility immersion experience created to develop an identity in students as social justice advocates and agents of social change (200 hours total).
- A field training is required for graduation to gain experience in mental skills training.

Sport and Human Performance Program Learning Objectives

- Sport and Human Performance: Demonstrate a capability to conduct evidence-based and ethical practice with: (a) the knowledge of the psychological constructs, theories, and related assessments of human performance; and (b) the capability to implement mental performance enhancement strategies and techniques.
- Sport Science and Psychological Foundations: Demonstrate a capability to connect the symbiotic relationship between the physiological and psychological aspects of sport and human performance to facilitate the development of a multidisciplinary approach to case conceptualization and intervention strategies for collaboration and/or consultation.
- Helping Skills: Apply theories and skills to work with diverse client populations and be familiar with clinical issues and diagnoses with ethical and multicultural considerations in order to determine when to refer.
- Research and Evidence-Based Practice: Develop a proficiency in critically evaluating literature, research methods, and interpretation of research results to be able to utilize evidence-based practice in sport and human performance consultation.
- Mental Performance Consultation: Demonstrate the capability to conduct mental performance consultation and accurately evaluate delivery methods and the effectiveness of mental skills training (e.g., conceptualization, assessment, planning, implementation) for individuals, teams, groups, leaders, and/or organizations.
- 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 mental performance consulting with the goals to improve the well-being of individuals, couples, groups, families, and a diverse society.
- Social Justice/Social Responsibility: Reflect on personal values and assumptions (e.g., biases and privileges about the nature and causes of social problems,, such as poverty, racism, abuse, etc.) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary and diverse community-based organizations.

Instructional Modality

This program is designed to be completed in two years, with exceptions for students with extenuating circumstances. Students seeking a part-time or expedited schedule must consult with the program director. MSHP courses, with the exception of field placement activities during the externship, are offered once per academic year and are on campus, primarily during the weekdays. The maximum time for completion of the program is five years.

Minimum Program 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 GPA 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.

Graduation Requirements

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of Social Justice Practicum I and II.
3. Satisfactory completion of the MSHP Externship.
4. A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C in courses other than counseling practicum and MSHP Externship prerequisites.
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 Science in Sport and Human Performance.

Professional Practice and Field Training

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective to the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Sport and Human Performance Externship

Students will complete an externship in a setting that allows them to focus on delivering mental performance services. The externship experience involves students providing performance-related consulting while having mentorship from a mental performance consultant who is certified by the Association of Applied Sport Psychology (AASP; certified credential is CMPC®). An externship provides students the opportunity to work with performers in individual, team, and group settings. The training coordinator will assist students with the externship placement process that is outlined in the MSHP Externship Handbook. A copy of this manual may be downloaded from the Adler Connect portal at connect.adler.edu or from the MSHP training coordinator or program director.

Mental Performance Certification Requirements through AASP

Successful completion of this program includes required coursework needed for the Certified Mental Performance Consultant® (CMPC®; appliedsportpsych.org) credential. This program will provide opportunities for mental skills training to be applied toward the required 400 hours of mentored experience. To be considered for CMPC®, individuals must complete the following:

1. Completed Record of Mentored Experience Hours Form.
2. Signed Mentorship Verification Form from each mentor.
3. Signed Attestation/Ethical Code statement.
4. Application fee.
5. Passing score on CMPC Exam.

Degree Requirements

****Courses denoted with an asterisk are MSHP externship prerequisites, which students need to complete prior to their externship. 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 their MSHP externship to attain the required grade.****

Core Courses

COUN 532 - Professional, Legal, and Ethical Issues

3

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 534 - Counseling Skills

3

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, hereand-now processing, self-disclosure, and stages of change.

COUN 535 - Diagnosis Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

COUN 625 - Research and Program Evaluation

3

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.

MSHP 560 - Motor Learning and Skill Acquisition Performance: Psychology of Coaching

3

This course is designed to help students understand the theories and principles explaining the performance and learning of skilled actions. Emphasis will be placed on the consideration of how factors related to the learner, the task, and the performance context influence instructional decisions. Topics will include skill acquisition, practice scheduling, feedback, stages of learning, as well as current research methodology. A strong emphasis will be placed on the transfer of these principles to a mental performance setting.

MSHP 539 - Introduction to Sport and Human Performance

3

This foundational course is designed to help students understand the historical background, theoretical underpinnings, and functions of the field of mental performance. Students will learn the ethics associated with mental performance consulting, as well as the personal, foundational, performance, and team skills associated with performance excellence. The impact of physical activity on overall health, psychological well-being, and performance (e.g., exercise adherence, obesity) will also be included.

MSHP 636 - Biopsychosocial Aspects of Human Behavior

3

This course is intended to help students examine human behavior through the four building blocks of perception, cognition, emotion, and action. Students will acquire an in-depth understanding of each of these constructs as well as the influence of stress, attention, memory, and decision-making on performance in a variety of domains. Empirical studies and evidence-based practice are embedded into the course to conceptualize the behaviors of both individuals and groups towards achieving specific goals.

Prerequisites: Student must complete MSHP-539 prior to registering for this course.

MSHP 645 - Contemporary Issues in Cultural Sport Psychology

3

This course examines the historical, social, and cultural factors influencing sport and physical activity. Pertinent cultural issues 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 address accessibility and utilize conflict management skills when broaching sociological and cultural issues present in sport, exercise, and physical activity.

Prerequisites: Student must complete MSHP-539 prior to registering for this course.

MSHP 652 - Advanced Techniques in Sport and Human Performance

3

This course is designed to integrate the science-practitioner model as students prepare to apply psychological concepts and theories to performers. Students will conceptualize a variety of cases during the course, as well as design mental skills training sessions and programs. Emphasis will be placed on student professional development as it relates to entering the field of mental performance. Students will also receive feedback on their work from a mental performance consultant who is certified by the Association for Applied Sport Psychology.

Prerequisites: Student must complete COUN-532, COUN-534, MSHP-539, MSHP-636, SJP-513, and SJP-514 prior to registering for this course.

Field Training and Seminars

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that

continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

MSHP 681 - Sport and Human Performance Externship and Seminar I

1

Externship field placement includes delivery of mental performance services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is paired with a seminar during which students receive feedback from a CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners. Students will be evaluated both on the quantity of the hours provided, as well as the quality. Those who meet all course requirements will be approved for MSHP 683 and MSHP 685. Students who do not meet the requirements can repeat the course to continue in externship or complete an elective within the MSHP program to meet requirements for graduation.

Prerequisites: Student must complete MSHP-652 prior to registering for this course.

MSHP 683 - Sport and Human Performance Externship and Seminar II

1

Externship field placement includes delivery of mental skills training services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is paired with a seminar during which students receive feedback from the CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners.

Prerequisites: Student must complete MSHP-681 prior to registering for this course.

MSHP 685 - Sport and Human Performance Externship and Seminar III

1

Externship field placement includes delivery of mental skills training services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is paired with a seminar during which students receive feedback from the CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners.

Prerequisites: Student must complete MSHP-683 prior to registering for this course.

MSHP 687 - Continuation in Sport Externship

0

Students are required to register for this course to continue to accumulate hours towards certification as a mental performance consultant beyond externship III. This seminar will continue to provide students with support, faculty mentorship, and peer consultation opportunities. At the conclusion of the externship, students should be able to demonstrate competencies enabling them to be culturally, ethically and socially responsible entry-level practitioners. The course may be repeated as long as the student is enrolled in courses that are required for graduation. There is a fee associated with this course. Students will need the approval from the Sport and Human Performance Training Coordinator or Program Director to register for this course.

Prerequisites: Student must complete MSHP-685 prior to registering for this course.

MSHP 689 - Sport and Human Performance Externship And Seminar IV

1

Students have the option to register for this course to continue to accumulate hours towards certification as a mental performance consultant beyond the required externship seminar courses (i.e., 681, 683, & 685). This seminar will provide students with up to 6 hours of individual, one-on-one mentorship and support from a CMPC. Students will need approval from the Sport and Human Performance Training Coordinator to register for this course. The course may be repeated if the student is enrolled in courses that are required for graduation.

Prerequisites: Student must complete MSHP-685 prior to registering for this course.

Total Credit Hours Required: 38

Dual Degree

Adler University in Chicago has developed dual degree programs to simultaneously allow students to pursue degrees in two fields of study. Students in dual degree programs may have a limited number of credit hours dually recognized toward the requirements of both degrees. These dually recognized courses may not be available for all dual degree options and do not apply to certificate programs.

M.A. in Forensic Mental Health Leadership and M.A. in Counseling: Specialization in Clinical Mental Health Counseling, (M.A./M.A.)

This dual degree option prepares graduates to work with a range of clients in traditional mental health programs as well as mental health counselors with individuals, families, and systems that interface with the legal and criminal justice arena. Our aim is to prepare clinicians who will be able to assess, treat, consult, and apply a full array of counseling services in forensic and correctional settings, allowing for a range of dynamic career paths.

All faculty members are active in their respective areas of expertise and engage with students to promote opportunities for professional development in the field, as well as at state and national conferences.

Accreditation, Licensure, Credentials, and Certification

CMHC

Adler University's M.A. in Counseling: Specialization in Clinical Mental Health Counseling (CMHC) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduation from a CACREP-accredited program is a requirement for counselor licensure in many states. The program curriculum is designed to meet the current requirement for the Licensed Professional Counselor (LPC) credential in Illinois. With additional post-master's supervised experience, graduates may apply for the Licensed Clinical Professional Counselor (LCPC) credential in Illinois.

CMHC students are eligible to take the National Counselor Examination (NCE) on campus during the last semester of the program before graduation as a part of the application process to earn the National Certified Counselor (NCC) credential. Upon degree completion, students can submit their NCE scores to the Illinois State Board toward the fulfillment of state Licensed Professional Counselor requirements. Graduates can apply for an advanced license, The Licensed Clinical Professional Counselor (LCPC) credential in Illinois, upon completing all necessary postgraduate training and supervised experiences.

Many states accept CACREP-accredited programs as preliminary education requirements for entry-level counselor licensure. Thus, graduates of both on-ground and online modalities are eligible to apply for licensure in these states.

Students are advised that licensure criteria change frequently and that some states may require courses and/or training beyond those currently required by the program. It is the responsibility of the students to find out the licensure requirements of the state where they want to reside and practice. Students need to work with their advisor to adjust their curriculum according to specific state requirements.

FMHL

Our specialized courses in forensic mental health leadership and specialized practicum experiences promote certification eligibility to pursue national certification as a Forensic Mental Health Evaluator through The National Board of Forensic Evaluators.

FMHL - CMHC Dual Degree Program Overview

- A comprehensive curriculum of both degrees, including theoretical and skills training and supervised field experiences totaling 78 credit hours.
- The Social Justice Practicum is a social responsibility immersion experience created to develop an identity in graduates as social justice advocates and agents of social change (200 hours total).
- The clinical mental health counseling field experiences include supervised practicum (a minimum of 100 hours) and internship (a minimum of 600 hours). Through our vast network of community partners, students are able to complete their practical training in a variety of settings.
- CMHC Comprehensive Examination.

Full-Time or Part-Time Learning Schedule

The class offerings are designed to meet the needs of students who desire a full-time 24-month track or a part-time three and four-year learning schedule.

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 GPA 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.
- Applicants must be accepted into both programs.
- Approved applicants of the dual degree program will be invited for personal interviews with each program's faculty as the final step in the application process.

Graduation Requirements

Students of dual degree programs must fulfill the graduation requirements for both programs to attain both degrees. Students attain a degree upon completing the respective program's requirements.

CMHC Graduation Requirements:

- Satisfactory completion of all the CMHC required courses and seminars.
- Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of internship.
- Satisfactory completion of Social Justice Practicum I and II (on-campus/ground modality) or Social Justice Practicum I, II, III, and IV (online modality).
- A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C
- Passage of the CMHC Comprehensive Examination.
- Submission of completed graduation application and full payment of all outstanding tuition and fees.
- 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.

FMHL Graduation Requirements:

- Satisfactory completion of all required courses and seminars.
- Satisfactory completion of Social Justice Practicum I and II.
- Completion of program capstone project.
- A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C.
- Submission of completed graduation application and full payment of all outstanding tuition and fees.
- Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Forensic Mental Health Leadership.

Professional Practice and Field Training

- Both CMHC and FMHL programs require students to complete the Social Justice Practicum, which will be recognized by both programs.
- CMHC requires students' completion of counseling practicum (a minimum of 100 hours) and internship (a minimum of 600 hours).

For details of program-specific field training experiences, refer to the individual program information in this catalog.

FMHL-CMHL Dual Degree Requirements

Courses denoted with an asterisk (*) are counseling 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 a "#" are recognized by both programs.

Core Courses

COUN 518 - Adlerian Theory and Counseling

3

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

3

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

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 postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

COUN 534 - Counseling Skills

3

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, hereand-now processing, self-disclosure, and stages of change.

COUN 535 - Diagnosis Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective

counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

COUN 618 - Couples and Family Counseling

3

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.

Prerequisites: Students must complete MAC-472 or PCO-472 or COUN-534 prior to registering for this course.

COUN 622 - Human Growth & Development

3

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

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

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 and 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

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 of assessment instruments (online, etc.) 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.

Prerequisites: Student must complete MAC-472, PCO-472, or COUN-534 prior to registering for this course.

COUN 630 - Addiction Counseling

3

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 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.

CMHC 538 - Professional Functions of Clinical Mental Health Counselors

3

This course orients students to the roles and functions of clinical mental health counselors. Topics include the nature and history of the field of clinical mental health counseling, the function of care coordination across different service delivery formats, as well as the policies and regulations that impact counselors. Administrative roles of clinical mental health counselors will also be covered. This includes the nature of program development and management as it pertains to finance and regulatory processes. In addition, students will learn about various models of supervision and consultation, as well as risk and emergency systems management within both clinical mental health and community settings.

CMHC 615 - Crisis Intervention and Trauma Counseling

3

This course will introduce students to crisis intervention models and associated responses to clients' mental health needs during crises, disasters, and other trauma-causing events. Strategies and procedures for assessing risk, including suicide, aggression, and self-harm will also be covered. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems. An emphasis is given to 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, including the cumulative effects of Adverse Childhood Experiences (ACEs). The principles of grief and bereavement processes, including cultural differences will also be addressed.

CMHC 617 - Treatment Planning and Intervention

3

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.

Prerequisites: Student must have completed COUN-534 or MAC-472 or PCO-472 prior to registering for this course.

FMHL 600 - Roles, Responsibilities, and Leadership In Forensic Mental Health and Public Safety

3

This course will explore the historic roots of the forensic mental health and public safety professions as well as provide clarification as to the roles, developments, professional responsibilities, legal and ethical standards, leadership styles and models, and future directions of the field. Students will be exposed to the varying areas in which the mental health professions and legal and public safety systems interact, including but not limited to social service agencies; mental health agencies; jails and prisons; probation and parole; law enforcement organizations; and criminal, family, and civil courts. The course will emphasize the role forensic mental health professionals engage in related to policy development, program development, as well as leadership and oversight in their work with individuals, families, agencies, organizations, networks, and communities.

FMHL 635 - Forensic Mental Health Leadership Capstone

1

Students will integrate and apply the knowledge and skills gained throughout the FMHL program and showcase their developed competencies in the field as a forensic mental health and public safety professional, advocate, community leader, and consultant. Students will complete a capstone project by conducting a community needs assessment that will ultimately inform the creation of a comprehensive forensic mental health program proposal. This course should be taken in the student's final semester within the FMHL program.

FMHL Elective (12 credit hours)

FMHL 605 - Violence and Risk Assessment

3

This course explores the evaluation and examination of violence and aggression, their origins and determinants, and their impact on the individual and society. This course addresses general risk assessment and management principles and focuses on the most common forms of violence including general violence, mass violence, sexual violence, intimate partner violence, and stalking. The course provides mental health professionals with practical skills related to using specific risk assessment tools and knowledge about implementing violence risk assessment and management procedures. Practical exercises drawn from actual cases are used to illustrate key concepts.

FMHL 609 - Counseling in Forensic Populations

3

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 mental health diagnoses and conditions within forensic settings. Further, this course examines the counseling theories related to the etiology, development, treatment, and prediction of violent crimes, as well as the evidence based interventions within the criminal justice system and other forensic mental health contexts.

FMHL 610 - Forensic Mental Health Evaluation

3

This course prepares students to be forensic mental health evaluators. The role of forensic mental health counselors and evaluators in legal processes relating to miranda waiver capacity, competence to stand trial, criminal responsibility, sexual offending risk, capital sentencing, competence to consent to treatment, civil commitment, threat/risk assessment, child custody, and child protection will be explored. Students will be provided opportunities to apply skills in forensic interviewing, designing protocols to address common referrals from the court/legal system. The course will also explore landmark legal cases that have shaped the activities and practices of mental health professionals, including cases pertaining to expert witness testimony, violence risk assessment, criminal responsibility (insanity), capital punishment, sexual dangerousness, civil commitment, civil and criminal competencies, confidentiality, professional liability, and personal injury.

FMHL 611 - Assessment and Intervention with the Juvenile Offender

3

This course addresses the factors leading to the causes, assessment, classification, and treatment of juvenile delinquency. This course examines cognitive, behavioral, psychodynamic, and developmental approaches contributing to delinquency. This course analyzes legal and institutional responses to juvenile crime from various theoretical perspectives. The role of the mental health professional in the juvenile justice system is explored. This course reviews the major empirically-based prevention and treatment approaches with relevant case studies presented to illustrate key concepts.

FMHL 612 - Police and Public Safety Psychology

3

Police and public safety psychology is concerned with assisting law enforcement and other public safety personnel and agencies in carrying out their missions and societal functions with effectiveness, safety, health, and conformity to laws

and ethics. It consists of the application of the science and profession of psychology in the domains of assessment, clinical intervention, operational support, and organizational consultation. This course explores major areas of police psychology and public safety including pre-employment selection, fitness-for-duty evaluation, the use of force, operational stress, crisis management, special unit testing, psychometric tools, and interventions utilized in this specialized area. Special attention is paid to critical incident stress debriefing techniques and models used with this population.

FMHL 613 - Assessment and Intervention with the Sexual Offender

3

This course addresses assessment and treatment of sex offenders and incorporates psychological, criminological, social, and legal theoretical models used in understanding the various types of sex offenders. This course provides risk assessment and prevention models for treatment as well as current evidence-based treatments for this population. Controversies regarding assessment and treatment of these offenders are examined while taking into account ethical, legal, and multicultural considerations.

FMHL 614 - Correctional Counseling and Rehabilitation

3

This course emphasizes the unique culture of working in a correctional environment. This course provides an overview of the history and evolution of corrections; the development of prisons; and the ideological and theoretical underpinnings of corrections. The history, structure, theories, techniques, and interventions of correctional counseling and rehabilitation is explored. This course covers the basic dimensions of correctional treatment and rehabilitation, including the role of correctional counselors, the assessment and classification of criminal offenders, and the effective strategies and challenges in correctional mental health. The course examines how various techniques and interventions are employed to help treat and rehabilitate offenders, including special needs offenders. Ethical, legal, and multicultural considerations while working in correctional environments are addressed.

FMHL 615 - Clinicians in Court

3

This course provides an overview of the role of the clinician within the legal system. Students will acquire a basic knowledge of the legal and ethical obligations related to clinical work within court-related services. Techniques and skills explored within the course include documentation, report writing, consultation, pre-court preparation, courtroom testimony, and expert witness testimony.

CMHC Elective (3 credit hours)

See Department of Counseling and Integrated Programs Elective Menu provided on their program of study/advisement sheets.

Field Training and Seminars

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

CMHC 600 - CMHC Practicum and Seminar

3

CHMC 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-601).

Prerequisites: Student must complete SJP-513 SJP-514 or SJP-515 SJP-516 SJP-517 SJP-518 and COUN-532 COUN-533 COUN-534 COUN-535 COUN-536 COUN-540 CMHC-538 CMHC-617 prior to registering for CMHC-600.

CMHC 601 - CMHC Internship and Seminar I

3

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.

Prerequisites: Student must complete CMHC-600 prior to registering for CMHC-601.

CMHC 602 - CMHC Internship and Seminar II

3

This is a continuation of students' internship experience with the goal to complete the 600-hour 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.

Prerequisites: Student must complete CMHC-601 prior to registering for CMHC-602.

CMHC Comprehensive Exam

CMHC 995 - CMHC Comprehensive Exam

0

The CMHC Comprehensive Examination evaluates general knowledge as a professional counselor. Included in this exam is an assessment of the student's understanding of theoretical knowledge across a range of core subject areas found in the student's curriculum.

Credit Hours Required

Total Credit Hours Required: 78

M.S. in Sport and Human Performance and M.A. in Counseling: Specialization in Clinical Mental Health Counseling, (M.S./M.A.)

This dual degree option prepares graduates to work with a range of clients who struggle with mental health and wellness issues in relation to achieving peak performance. This unique dual degree program provides students with a comprehensive foundation in clinical mental health counseling as well as mental skills training that leads to psychological well-being and optimal performance. This dual degree program also allows a range of dynamic career paths in both clinical mental health and sport and human performance fields. Students will also learn about utilizing their training in both areas to promote social justice and advocate for clients with diverse backgrounds and clinical issues.

Accreditation, Licensure, Credentials, and Certification

CMHC

Adler University's M.A. in Counseling: Specialization in Clinical Mental Health Counseling (CMHC) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduation from a CACREP-accredited program is a requirement for counselor licensure in many states.

The program curriculum is designed to meet the current requirement for the Licensed Professional Counselor (LPC) credential in Illinois. With additional post-master's supervised experience, graduates may apply for the Licensed Clinical Professional Counselor (LCPC) credential in Illinois.

CMHC students are eligible to take the National Counselor Examination (NCE) on campus during the last semester of the program before graduation as a part of the application process to earn the National Certified Counselor (NCC) credential. Upon degree completion, students can submit their NCE scores to the Illinois State Board toward the fulfillment of state Licensed Professional Counselor requirements. Graduates can apply for an advanced license, The Licensed Clinical Professional Counselor (LCPC) credential in Illinois, upon completing all necessary postgraduate training and supervised experiences.

Many states accept CACREP-accredited programs as preliminary education requirements for entry-level counselor licensure. Thus, graduates of both on-ground and online modalities are eligible to apply for licensure in these states.

Students are advised that licensure criteria change frequently and that some states may require courses and/or training beyond those currently required by the program. It is the responsibility of the students to find out the licensure requirements of the state where they want to reside and practice. Students need to work with their advisor to adjust their curriculum according to specific state requirements.

MSHP

- Successful completion of this program includes required coursework needed for the Certified Mental Performance Consultant® (CMPC®; appliedsportpsych.org) credential. This program will provide opportunities for mental skills training to be applied toward the required 400 hours of mentored experience. To be considered for CMPC®, individuals must complete the following:
- Completed Record of Mentored Experience Hours Form.
- Signed Mentorship Verification Form from each mentor.
- Signed Attestation/Ethical Code statement.
- Application fee.
- Passing score on CMPC Exam.

MSHP-CMHC Dual Degree Program Overview

- A comprehensive curriculum of both degrees, including supervised field experiences totaling 77 credit hours.
- The Social Justice Practicum is a social responsibility immersion experience created to develop an identity in graduates as social justice advocates and agents of social change (200 hours total).
- A sport and human performance field training experience (MSHP Externship).

- The Clinical Mental Health clinical field experiences include supervised practicum (a minimum of 100 hours) and internship (a minimum of 600 hours). Through our vast network of community partners, students are able to complete their practical training in a variety of settings.
- A CMHC Comprehensive Examination.

Full-Time or Part-Time Learning Schedule

The class offerings are designed to meet the needs of students who desire a full-time three-year track or a part-time four-year learning schedule; however, MSHP classes are only offered once per academic year.

Dual Degree Admission Requirements

Individuals applying to any dual degree program must:

- Apply to and be accepted into both programs.
- Approved applicants of the dual degree program will be invited for personal interviews with each program's faculty as the final step in the application process.

Professional Practice and Field Training

- Both CMHC and MSHP programs require students' completion of the social justice practicum, which will be recognized by both programs.
- CMHC requires students' completion of counseling practicum (a minimum of 100 hours) and internship (a minimum of 600 hours).
- MSHP requires students to complete a Sport and Human Performance Externship with a Certified Mental Performance Consultant (CMPC).

For details of program-specific field training experiences, refer to the individual program information in this catalog.

MSHP - CMHC Dual Degree Graduation Requirements

Students of dual degree programs must fulfill the graduation requirements for both programs to attain both degrees. However, students attain a degree at a time upon completing the respective requirements.

MSHP Graduation Requirements

- Satisfactory completion of all required courses and seminars.
- Satisfactory completion of Social Justice Practicum I and II.
- Satisfactory completion of the MSHP Externship.
- A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C in courses other than counseling practicum and MSHP Externship prerequisites.
- Submission of completed graduation application and full payment of all outstanding tuition and fees.
- Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Science in Sport and Human Performance.

CMHC Graduation Requirements:

- Satisfactory completion of all required courses and seminars.
- Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of internship.
- Satisfactory completion of Social Justice Practicum I and II (on-campus modality) or Social Justice Practicum I, II, III, and IV (online modality).
- A cumulative GPA of 3.0 or higher and no more than two grades or six credit hours of C
- Passage of the CMHC Comprehensive Examination.
- Submission of completed graduation application and full payment of all outstanding tuition and fees.
- 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.

Dual Degree Program (MSHP - CMHC) Requirements

^aCourses denoted with an "a" are CMHC counseling practicum prerequisites, which students need to complete prior to their counseling practicum.

^bCourses denoted with a "b" are MSHP externship prerequisites, which students need to complete prior to their MSHP externship. 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 a "#" sign are recognized by both degrees.

Core Courses

COUN 518 - Adlerian Theory and Counseling

3

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

3

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

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 postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

COUN 534 - Counseling Skills

3

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 Maladaptive Behavior

3

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN 536 - Multicultural and Social Justice Counseling

3

This course introduces a foundation of knowledge, attitudes, and skills needed to provide ethical and effective counseling services in a multicultural society. Students will explore lived experiences of oppression, power and privilege, for example, racism, discrimination, sexism, and ageism. The course will cover theories, research, and practices associated with multicultural humility and social justice advocacy, along with a discussion of intersectionality, the dynamic nature of identity (including, but not limited to, gender, affectional orientation, age, ability, culture, ethnicity, medical, social constructs, spiritual beliefs and practices, religion, occupational, education, environmental, and socioeconomic status).

COUN 540 - Group Counseling

3

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.

Prerequisites: Student must complete COUN-534 PCO-472 or MAC-472 prior to registering for this course.

COUN 618 - Couples and Family Counseling

3

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.

Prerequisites: Students must complete MAC-472 or PCO-472 or COUN-534 prior to registering for this course.

COUN 622 - Human Growth & Development

3

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

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

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 and 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

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 of assessment instruments (online, etc.) 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.

Prerequisites: Student must complete MAC-472, PCO-472, or COUN-534 prior to registering for this course.

COUN 630 - Addiction Counseling

3

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 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.

CMHC 538 - Professional Functions of Clinical Mental Health Counselors

3

This course orients students to the roles and functions of clinical mental health counselors. Topics include the nature and history of the field of clinical mental health counseling, the function of care coordination across different service delivery formats, as well as the policies and regulations that impact counselors. Administrative roles of clinical mental health counselors will also be covered. This includes the nature of program development and management as it pertains to finance and regulatory processes. In addition, students will learn about various models of supervision and consultation, as well as risk and emergency systems management within both clinical mental health and community settings.

CMHC 615 - Crisis Intervention and Trauma Counseling

3

This course will introduce students to crisis intervention models and associated responses to clients' mental health needs during crises, disasters, and other trauma-causing events. Strategies and procedures for assessing risk, including suicide, aggression, and self-harm will also be covered. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems. An emphasis is given to 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, including the cumulative effects of Adverse Childhood Experiences (ACEs). The principles of grief and bereavement processes, including cultural differences will also be addressed.

CMHC 617 - Treatment Planning and Intervention

3

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.

Prerequisites: Student must have completed COUN-534 or MAC-472 or PCO-472 prior to registering for this course.

MSHP 539 - Introduction to Sport and Human Performance

3

This foundational course is designed to help students understand the historical background, theoretical underpinnings, and functions of the field of mental performance. Students will learn the ethics associated with mental performance consulting, as well as the personal, foundational, performance, and team skills associated with performance excellence. The impact of physical activity on overall health, psychological well-being, and performance (e.g., exercise adherence, obesity) will also be included.

MSHP 560 - Motor Learning and Skill Acquisition Performance: Psychology of Coaching

3

This course is designed to help students understand the theories and principles explaining the performance and learning of skilled actions. Emphasis will be placed on the consideration of how factors related to the learner, the task, and the performance context influence instructional decisions. Topics will include skill acquisition, practice scheduling, feedback, stages of learning, as well as current research methodology. A strong emphasis will be placed on the transfer of these principles to a mental performance setting.

MSHP 636 - Biopsychosocial Aspects of Human Behavior

3

This course is intended to help students examine human behavior through the four building blocks of perception, cognition, emotion, and action. Students will acquire an in-depth understanding of each of these constructs as well as the influence of stress, attention, memory, and decision-making on performance in a variety of domains. Empirical studies and evidence-based practice are embedded into the course to conceptualize the behaviors of both individuals and groups towards achieving specific goals.

Prerequisites: Student must complete MSHP-539 prior to registering for this course.

MSHP 645 - Contemporary Issues in Cultural Sport Psychology

3

This course examines the historical, social, and cultural factors influencing sport and physical activity. Pertinent cultural issues 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 address accessibility and utilize conflict management skills when broaching sociological and cultural issues present in sport, exercise, and physical activity.

Prerequisites: Student must complete MSHP-539 prior to registering for this course.

MSHP 652 - Advanced Techniques in Sport and Human Performance

3

This course is designed to integrate the science-practitioner model as students prepare to apply psychological concepts and theories to performers. Students will conceptualize a variety of cases during the course, as well as design mental skills training sessions and programs. Emphasis will be placed on student professional development as it relates to entering the field of mental performance. Students will also receive feedback on their work from a mental performance consultant who is certified by the Association for Applied Sport Psychology.

Prerequisites: Student must complete COUN-532, COUN-534, MSHP-539, MSHP-636, SJP-513, and SJP-514 prior to registering for this course.

Field Training and Seminars

SJP 513 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 inadmissible to meet this requirement. Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.

SJP 514 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice 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 no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-513 prior to registering for this course.

CMHC 600 - CMHC Practicum and Seminar

3

CHMC 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-601).

Prerequisites: Student must complete SJP-513 SJP-514 or SJP-515 SJP-516 SJP-517 SJP-518 and COUN-532 COUN-533 COUN-534 COUN-535 COUN-536 COUN-540 CMHC-538 CMHC-617 prior to registering for CMHC-600.

CMHC 601 - CMHC Internship and Seminar I

3

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.

Prerequisites: Student must complete CMHC-600 prior to registering for CMHC-601.

CMHC 602 - CMHC Internship and Seminar II

3

This is a continuation of students' internship experience with the goal to complete the 600-hour 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.

Prerequisites: Student must complete CMHC-601 prior to registering for CMHC-602.

MSHP 681 - Sport and Human Performance Externship and Seminar I

1

Externship field placement includes delivery of mental performance services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is paired with a seminar during which students receive feedback from a CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners. Students will be evaluated both on the quantity of the hours provided, as well as the quality. Those who meet all course requirements will be approved for MSHP 683 and MSHP 685. Students who do not meet the requirements can repeat the course to continue in externship or complete an elective within the MSHP program to meet requirements for graduation.

Prerequisites: Student must complete MSHP-652 prior to registering for this course.

MSHP 683 - Sport and Human Performance Externship and Seminar II

1

Externship field placement includes delivery of mental skills training services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is

paired with a seminar during which students receive feedback from the CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners.

Prerequisites: Student must complete MSHP-681 prior to registering for this course.

MSHP 685 - Sport and Human Performance Externship and Seminar III

1

Externship field placement includes delivery of mental skills training services under the mentorship of a mental performance consultant who is certified by the Association for Applied Sport Psychology. The field experience is paired with a seminar during which students receive feedback from the CMPC and may also include a peer consultation model to develop skills related to mental skills training and their professional development as practitioners.

Prerequisites: Student must complete MSHP-683 prior to registering for this course.

MSHP 687 - Continuation in Sport Externship

0

Students are required to register for this course to continue to accumulate hours towards certification as a mental performance consultant beyond externship III. This seminar will continue to provide students with support, faculty mentorship, and peer consultation opportunities. At the conclusion of the externship, students should be able to demonstrate competencies enabling them to be culturally, ethically and socially responsible entry-level practitioners. The course may be repeated as long as the student is enrolled in courses that are required for graduation. There is a fee associated with this course. Students will need the approval from the Sport and Human Performance Training Coordinator or Program Director to register for this course.

Prerequisites: Student must complete MSHP-685 prior to registering for this course.

MSHP 689 - Sport and Human Performance Externship And Seminar IV

1

Students have the option to register for this course to continue to accumulate hours towards certification as a mental performance consultant beyond the required externship seminar courses (i.e., 681, 683, & 685). This seminar will provide students with up to 6 hours of individual, one-on-one mentorship and support from a CMPC. Students will need approval from the Sport and Human Performance Training Coordinator to register for this course. The course may be repeated if the student is enrolled in courses that are required for graduation.

Prerequisites: Student must complete MSHP-685 prior to registering for this course.

CMHC Comprehensive Exam

CMHC 995 - CMHC Comprehensive Exam

0

The CMHC Comprehensive Examination evaluates general knowledge as a professional counselor. Included in this exam is an assessment of the student's understanding of theoretical knowledge across a range of core subject areas found in the student's curriculum.

Credit Hours Required

Total credit hours required: 77

Certificates

Sex Therapy Certificate

Program Overview

The Certificate in Sex Therapy (CST) is offered by the Couple and Family Therapy Department. The CST meets the academic requirements of the American Association of Sexuality Educators, Counselors, and Therapists (AASECT). The curriculum includes core knowledge of human sexuality education and sex therapy training, as well as attitudes and values training, i.e., Sexual Attitude Reassessment (SAR).

By providing the curriculum through an intersecting social justice and self-of-the-therapist (experiential) lens, this certificate reflects the systemic values of the Couple and Family Therapy Department and Adler University's mission of graduating socially responsible practitioners, engaging communities, and advancing social justice. These values are reflected throughout the readings, applications, and activities included in the CST. Adler University's mission is to promote inclusion, diversity, and advocacy for all identities, of which sexuality is an essential component for competent clinicians to address.

The mission of the Certificate in Sex Therapy is to prepare socially responsible professionals with core knowledge of human sexuality education and sex therapy training that meets the highest standards of the field, including an ethical consciousness and cultural competence.

Program Goals include:

1. To provide students with core knowledge of human sexuality education, including diverse identities.
2. To create the opportunity for students to self-assess and understand their own attitudes and values (i.e., self-of-the-therapist) through a social justice perspective.
3. To train students in the ethical practice of sex therapy, preparing them to engage in the required clinical component and supervision.
4. To graduate socially responsible practitioners of sex therapy sensitive to social justice and diversity with a goal of inclusion and advocacy consistent with Adlerian principles.

This program is created specifically as a certificate to complement current graduate students in clinical programs and pre-licensed and licensed professionals to build on their training.

Credentials

The Couple and Family Therapy Department and Adler University have been approved as an Organizational Provider II by AASECT, effective July 1, 2021. The Certificate in Sex Therapy is a non-clinical opportunity that provides students with all the foundational education and training necessary to accompany the required clinical work and supervision (not included) for the Certified Sex Therapist designation from AASECT.

Alignment of AASECT Requirements for Sex Therapy Certification	
AASECT Requirements	Adler's Certificate in Sex Therapy

Membership in AASECT	Requirement of SEX-690
AASECT Code of Ethics	Covered in SEX-692
Academic and Professional Experience	Prerequisite or Co-requisite
Clinical Certification & Licensure	Prerequisite or Co-requisite
Human Sexuality Education: Core Knowledge	90 hours provided through the CST Coursework
Sex Therapy Training	60 hours provided through the CST Coursework
Attitudes and Values Training	14 hours provided through the CST (SEX-691)
Clinical Experience, Field Work, Internship or Professional Training Experience	<i>Not included as this is a non-clinical certificate. Graduates will be supported in seeking out these opportunities through faculty advising.</i>

This program meets the requirements for the American Association of Sexuality Educators, Counselors, and Therapists (AASECT) and is approved for 164 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information, please contact ce@aasect.org.

Admission Requirements

Qualified professionals or students in license-eligible graduate clinical training programs may apply for the CST program following the application procedures outlined in this *Adler University Catalog* and the certificate website.

Application requirements include:

A completed clinical master's degree in couple/marriage and family therapy, medical family therapy, counseling, art therapy, psychology, social work, or other related mental health fields that lead to clinical licensure, or be currently enrolled and in good standing in a clinical master's program in any of these fields and eligible to begin practicum by the start of the certificate program.

- A GPA of 3.0 or higher on a 4.0 scale for all undergraduate coursework and/or a 3.25 or higher on a 4.0 scale for all graduate coursework.
- A statement of intent specifically outlining the applicant's interest in becoming certified as a sex therapist consistent with the mission of the certificate and the institution (this is only for external applicants).

Language competency level and exam requirements are consistent with policies across Adler University.

Admission for Current Adler University Students

Current Adler University students may add the CST with the approval of their faculty advisor, program director, or department chair via the Registration Exception Form and the Application to Add or Drop a Certificate on the Chicago Campus. Graduate students may concurrently enroll in the certificate while working on their clinical master's or doctoral degree. Prerequisites for students of this standing are (a) they must have completed the coursework in their degree program that allows them to be practicum eligible or ready and (b) have approval from their faculty advisor.

Students may not transfer coursework into the CST as it has been uniquely designed to meet AASECT requirements, and transferred coursework may not align with the certificate's design and structure. Current students may consult with their primary program of study about utilizing CST courses as electives to meet their own degree requirements. Students are also not required to take all four courses of the certificate. They will not receive the certificate if they elect to take fewer than the complete curriculum. Still, they can use the completed coursework in their application to AASECT, as evidenced by their transcript.

Students in the **Couple and Family Therapy Department** may add the certificate program with the approval of their faculty advisor. They are also pre-approved to utilize CST courses to meet the elective requirements in either the MCFT (M.A. in Couple and Family Therapy) or CFTD (Ph.D. in Couple and Family Therapy) programs. MCFT students have six electives for the Certificate as they will not be required to take MCFT-653, which is designed specifically for non-certificate students.

"Students-at-large" Enrollment

Students who are neither in a current graduate program nor enrolled in the CST may take select courses with approval as space is available. Most commonly, students may request to take SEX-691: Sexual Attitudes Reassessment as a stand-alone course, which is equivalent to AASECT's SAR requirement for 14 continuing education credits (CEs). The full certificate is equivalent to 164 CEs, as listed below.

Course Requirements

The Certificate in Sex Therapy requires the following 10 credits of coursework:

- SEX-690 A Biopsychosocial Approach to Sexuality Across the Lifespan - three credits (50 CEs)
- SEX-691 Sexual Attitude Reassessment (SAR) - one credit (14 CEs)
- SEX-692 Diversity in Sexuality: Socio-cultural, Medical, Technological, and Ethical Influences - three credits (50 CEs)
- SEX-693 Sex Therapy in Action: Assessment, Diagnosis, and Treatment of Psychosexual Issues and Dysfunction - three credits (50 CEs)

Total: 10 credits/164 CEs

Note: The coursework is offered for credit/no credit. Students must earn credit for the course continue in the certificate program. A no credit is cause for the student to retake the course. Because the grading is structured as credit/no credit (which carries zero GPA points), students who are only enrolled in this certificate program will not have a GPA. The CST is offered in a blended format with one in-person weekend residency per course and a combination of synchronous and asynchronous e-learning across the semester. Students may take the courses in any order, though we recommend that they be taken sequentially. Students may start the certificate program in any semester (fall, spring, or summer). Consistent with University policy, certificate-only students are not required to complete the Social Justice Practicum (SJP). Students also enrolled in degree programs must complete the SJP per their degree requirements.

No clinical component is offered as part of the CST as it is a non-clinical certificate. To meet the designation requirements of AASECT, students must engage in specific clinical and supervision requirements as outlined on the AASECT website. Degree programs at Adler University are not obligated to create practicum opportunities for the certificate, especially as students may take the courses concurrent with their practicum. Students will receive academic advising to develop a plan to fully complete certification requirements as part of their enrollment in the certificate.

The CST follows all policies and procedures of Adler University as outlined in this *Academic Catalog*, the *Adler University Student Handbook*, and the *Couple and Family Therapy Department Handbook* on Adler Connect. If a student has a grievance that has not been remediated through the established University grievance policies, AASECT should be contacted at ce@aasect.org.

Certificate Completion Requirements

Upon successful completion (CR) of each course, the student will receive an AASECT certificate indicating successful completion of an AASECT-approved continuing education activity. Completion of the full certificate (10 credits/164 CEs) is indicated with conferral by the Adler University Registrar confirming the following requirements:

1. Successful completion of the required courses and credit hours specified in the curriculum requirements.

2. Students must receive credit (CR) in all coursework, retaking any courses with a "no credit."
3. Successful completion of the required paper as part of SEX-691: Sexual Attitudes Reassessment (SAR).
4. Submissions of completed graduation application and full payment of any outstanding tuition and fees.
5. Demonstration of professional attitude, decorum, and ethics commensurate with the profession of sex therapy.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Sex Therapy.

Course Requirements

SEX 690 - A Biopsychosocial Approach to Sexuality Across the Lifespan

3

This course will explore developmental sexuality across the lifespan including sexual and reproductive anatomy and physiology, human sexual response cycles, and the normative developmental tasks and challenges related to sex and sexuality from a biopsychosocial perspective. Competency understanding, assessing, and conceptualizing sexuality in a sex-positive way at various life stages including clinical interventions and improved communication skills addressing common challenges will be introduced. Students will explore the impact of gender as it pertains to the development of gender identity, gender expression and gender roles across the lifespan. In addition, students will develop a thorough understanding of unique considerations in working within LGBTQIA+ populations, including Queer Affirmative clinical approaches and interventions. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 691 - Sexual Attitude Reassessment (SAR)

1

This course is an intensive in-person and experiential workshop designed to allow participants to examine and process their sexual attitudes, values, and beliefs through exposure to various kinks, fetishes, and sexual themes. Highly experiential in nature, the SAR involves exposure to films, documentaries, lectures, guest speakers and workshop activities with a focus on processing in both large and small groups. At the end of the course, participants are tasked with writing a paper sharing the impact of the SAR on their sexual attitudes and professional philosophy in sex therapy. This course is a 14-hour workshop over 3 days (Friday - Sunday). This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 14 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 692 - Diversity in Sexuality: Socio-Cultural, Medical, Technological, and Ethical Influences

3

This course will examine the socio-cultural, medical, technological and ethical factors impacting the current landscape of sex and sexuality. Students will explore the impact of race, religion, ethnicity, socioeconomic status, gender and ability on sexual values, attitudes and behaviors, including an understanding of the impact of a range of pervasive social justice issues on sexual functioning and satisfaction. Diversity in sexual expression and lifestyles including consensual non-monogamy, polyamory, kink, BDSM and fetishes as well as the unique considerations for these populations and lifestyles will be reviewed. From a sex-positive, culturally competent place, students will further explore the impact of changing technology used for both pleasure enhancement and the risks of maladaptive use. Students will also gain competency in ethical decision-making and best practice in sex therapy becoming

knowledgeable about the history of sex therapy research. Primary to this course is the expectation that students will engage in personal reflections around their own sexuality including learning to complete a thorough sexual history. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

SEX 693 - Sex Therapy in Action: Assessment, Diagnosis, and Treatment of Psychosexual Issues and Dysfunction

3

This course will cover the practice of sex therapy through the assessment, diagnosis, and treatment of psychosexual disorders in the DSM-V including sexual issues arising from trauma, medical or mental health factors, relational factors, or environmental factors. Students can expect to learn several models and theories from both an individual and relational perspective to effectively diagnose and treat sexual functioning issues in people with penises and people with vulvas, as well as out-of-control sexual behaviors and paraphilic disorders. Students will explore the short and long-term impact of sexual abuse and trauma on sexual functioning including clinical skills in application with survivors through a trauma-informed lens. This course will also cover professional communication, collaboration, and supervision skills in order to offer an integrated treatment model and to gain knowledge in appropriate referral practices to other healthcare providers. This course meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 50 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

Substance Abuse Counseling Certificate - Chicago Campus

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.

Credentials

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. 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 who already has 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.

Minimum Admission Requirements

Applicants to this program are required to have:

- A baccalaureate or higher 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.
- Students who are currently enrolled in Adler degree programs will be exempted from the interview process. However, approval from their respective Program Directors and Faculty Advisors will be needed in order for them to add the CSAC program to their current program of study.
- Applicants who solely want to enroll in the CSAC program and are not seeking any degree program will be invited in for a personal interview, if approved, as the final step in the application process.

Completion Requirements

1. Satisfactory completion of all required credit hours of program coursework
2. Satisfactory completion of all practicum and seminars
3. A cumulative grade point average of 3.0 or higher of all coursework
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees

Course Requirements

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

*Courses denoted with an asterisk are substance abuse counseling practicum prerequisites, which students need to complete prior to their substance abuse 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 passing grade.

One of the Following:

PCO 438 - Introduction to Addictive Disorders

3

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.

- MAT 520 - Introduction to Addictive Disorders Credits: 3 *

COUN 630 - Addiction Counseling

3

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 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.

PSY 709 - Diagnosis and Treatment of Addictive Disorders

3

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 mentally ill substance abusers (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

MCFT 538 - Addictions and Family Systems

2

This course is designed to provide an introduction to alcoholism, substance abuse, and other addictive disorders and an understanding of the impact of addiction (and recovery) on couples and families. Included is an overview of the information needed to assess, along with the treatment models of addictive disorders, and the tools to be able to recognize the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and the mentally ill substance abuser (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems. Other addictions, for example, hoarding, shopping, gambling, eating, sex, and pornography, will also be reviewed.

And One of the Following:

MACAT 515 - Professional Development, Issues, And Ethics, in Art Therapy, Counseling And Psychotherapy

3

This course is designed to provide students with a solid foundation for the ethical practice of art therapy and of counseling. Students will learn codes of ethics of the American Art Therapy Association (including the Art Therapy Credentials Board) and the American Counseling Association. Students will learn to apply ethical and professional decision making skills to current issues in art therapy and counseling. An overview of concepts and theories of social justice as applied to decision-making in art therapy and in counseling will be presented. This course provides a foundation for the ethical practice of professional counseling. It introduces students to the history of the counseling profession as well as professional roles (practitioner, supervisor, educator, etc.) and its professional organizations. The American Counseling Association (ACA) Code of Ethics (and ethical standards of its divisions) will be examined and applied to a variety of ethical and legal situations using a variety of ethical decision-making models.

MCFT 505 - Systemic Ethics

3

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 and 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).

COUN 532 - Professional, Legal, and Ethical Issues

3

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.

PSY 645 - Ethics and Professional Development in Clinical Psychology

3

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) and 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.

And One of the Following:

CSAC 889 - Bio-Psycho-Social-Spiritual Aspects of Addictions

3

Biological, neurological, and cognitive neuroscientific aspects of addictions are covered in the context of social, interpersonal, sociocultural, family, community, economic, and environmental dynamics. The psychological aspects of addictions are also addressed in relation to the aforementioned contexts as well as psycho-spiritual and spiritual perspectives. Clinical research on all of the above topics is addressed with the intent of outlining effective treatment modalities that take all of these myriad domains into account. In addition, marginalized populations, such as people of color, LGBTQ groups, people with disabilities, economically depressed persons, veterans, HIV-positive clients, immigrants, women, and adolescents, are studied in the context of addictions.

Prerequisites: Student must complete MAT-438, MCFT-438, COUN-630, or PSY-709 and MAT-515, MCFT-505, COUN-532, or PSY-645 prior to registering for this course.

PSY 712 - Bio-Psycho-Social-Spiritual Aspects of Addiction

3

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.

Prerequisites: Student must complete both PSY-645 and PSY-709 or be approved for a waiver of prerequisites prior to registering for this course.

And One of the Following:

CSAC 890 - Advanced Addictions Treatment

3

This course advances and deepens the degree of understanding of theoretical models and research related to addictions counseling. The areas of application include addictive behaviors, alcohol and substance abuse, etiology of addiction, and dual diagnosis and comorbidity. Treatment approaches such as motivational interviewing, the stages of change model, and the precursors model of change will be discussed. Students will also examine established evidence-based treatment approaches, strategies, and techniques from cognitive, behavioral, existential, Adlerian, and Gestalt therapy perspectives. In addition, advanced applications of group and family systems treatments are included in the course. The effects of addictions on the interpersonal, systemic, and environmental aspects of the client's life are studied as well. Detailed study of relapse prevention and treatment are provided. Twelve-step approaches are also discussed in detail, including their efficacy. Ethical and multicultural issues in addictions counseling and in supervision and training of addictions counselors will also be addressed.

Prerequisites: Student must complete MAT-438, MCFT-438, COUN-630, or PSY-709 and MAT-515, MCFT-505, COUN-532, or PSY-645.

PSY 713 - Advanced Treatment of Addictive Disorders

3

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. Note: This class is required for the Substance Abuse emphasis.

Prerequisites: Student must complete PCO-438 or PSY-709 and PSY-305 PSY-645 or be approved for a waiver of prerequisites before registering for this course.

Specialized Practicum for Substance Abuse Certificate

In addition to the specialized coursework, students pursuing the Certificate in Substance Abuse Counseling will acquire and develop practical skills in the Alcohol and Other Drug Abuse (AODA) core functions through specialized field placements.

Students should expect to spend from 10-20 hours per week at a MISA/AODA-approved practicum site and must concurrently enroll in two semesters of practicum and seminars during their field training. A minimum of 500 total clock hours of practicum is required.

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

Students who are currently enrolled in a degree program at Adler and are already placed into a MISA/AODA-approved clinical training site may apply their hours to this certification program, depending on the approval of the program coordinator and the training director. Students who are currently enrolled in a degree program at Adler and in practicum/internship and are not placed into a MISA/AODA-approved clinical training site may not apply their hours to this certification program. They will need to enroll in the Substance Abuse Counseling Practicum and Seminars listed below and attain additional required practicum hours.

CSAC 701 - Substance Abuse Counseling Practicum and Seminar I

2

This course provides a forum for students to attain supervised clinical experience in which students develop substance abuse counseling skills and integrate professional knowledge. This course is designed to develop alcohol and other drug abuse 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 relationships with referral sources, special populations, treatment options, and models of alcohol and drug abuse counseling. Students are required to spend 250 clock hours per practicum (a minimum of 500 total clock hours) in a supervised MISA/AODA-approved site.

Prerequisites: Student must complete PCO-438, MAT-438, MCFT-438, COUN-630, or PSY-709 and MAT-515, MCFT-505, COUN-532, or PSY-645 prior to registering for this course.

CSAC 702 - Substance Abuse Counseling Practicum and Seminar II

2

This course is a continuation of the CSAC-701. Students can use this forum to continue to develop their competency in alcohol and other drug abuse counseling competency. It is 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 have a higher-level understanding of professional and legal considerations relevant to ethics, confidentiality, working with referral sources, special populations, treatment options, and models of alcohol and drug abuse counseling. Students are required to spend 250 clock hours per practicum (a minimum of 500 total clock hours) in a supervised MISA/AODA-approved site. This course is a continuation of the CSAC-701. Students can use this forum to continue to develop their competency in alcohol and other drug abuse counseling competency. It is 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 have a higher-level understanding of professional and legal considerations relevant to ethics, confidentiality, working with referral sources, special

populations, treatment options, and models of alcohol and drug abuse counseling. Students are required to spend 250 clock hours per practicum (a minimum of 500 total clock hours) in a supervised MISA/AODA-approved site.

Prerequisites: Student must complete CSAC-701 prior to registering for this course.

Tuition and Fees (Chicago)

2025-2026 Tuition and Fees Schedule

Payment Information - Chicago Campus

Tuition Refund Policy - Chicago Campus

2025-2026 Tuition and Fees Schedule

Chicago Campus: Tuition (per credit hour)*

Clinical M.A. Programs	\$1,617
Nonclinical M.A. Programs	\$1,030
Psy.D. Programs	\$1,879
Ph.D. Programs	\$1,815
Audit Clinical M.A.	\$812
Audit Nonclinical M.A.	\$513
Audit Psy.D.	\$941
Audit Ph.D.	\$911

Chicago Campus: Universal Fee (per semester)Note: A student in multiple programs will be assessed the Universal Fee associated with their highest program each period.

Certificate Programs	\$ 468
M.A. in Counseling: Art Therapy	\$ 478
M.A. in Counseling: Clinical Mental Health Counseling - Full Time	\$ 602
M.A. in Counseling: Clinical Mental Health Counseling - Part Time	\$ 396
M.A. in Counseling: Forensic Psychology	\$ 512
M.A. in Forensic Mental Health Leadership	\$ 208

M.A. in Forensic Mental Health Leadership and Clinical Mental Health Counseling	\$ 602
M.A. in Forensic Mental Health Leadership and Rehabilitation Counseling	\$ 602
M.A. in Counseling: Rehabilitation Counseling	\$ 602
M.A. in Counseling: Sport and Health Psychology	\$ 794
M.S. in Sport and Human Performance	\$ 208
M.S. in Sport and Human Performance and Clinical Mental Health Counseling	\$ 602
M.S. in Sport and Human Performance and Rehabilitation Counseling	\$ 602
M.A. in Couple and Family Therapy	\$ 512
M.A. in Public Policy or Public Administration - Full Time	\$ 478
M.A. in Public Policy or Public Administration - Part Time	\$ 222
Ph.D. in Art Therapy	\$ 562
Ph.D. in Couple and Family Therapy	\$ 562
Ph.D. in Counselor Education and Supervision	\$ 562
Doctor of Psychology in Clinical Psychology (Psy.D.): All emphases except Child and Adolescent Clinical Psychology	\$ 800
Doctor of Psychology in Clinical Psychology (Psy.D.): Emphasis in Child and Adolescent Clinical Psychology	\$ 856

Chicago Campus: Registration-Based Fees

Psy.D. Dissertation/Dissertation Continuation Course	\$ 1,879
Psy.D. Internship Course: Full-Time	\$ 1,879
Psy.D. Internship Course: Half-Time	\$ 939
M.A. Prerequisite	\$ 2,150
Psy.D. Prerequisite	\$ 2,502
Study Abroad Fee	\$ 428

Degree Completion Fees

Replacement Diploma	\$ 70

Admissions Fees & Deposits

Admissions Application Fee	\$ 30
Deposit (non-refundable) - M.A. Programs	\$ 214
Deposit (non-refundable) - Doctoral Programs	\$ 322
Deferment Fee	\$ 536

Chicago Campus: Miscellaneous Fees

International Student Fee	\$1,402
Course Drop	\$74
Late Payment Fee	2% of the balance that is late
Late Registration	\$440
Official Transcript	\$10 plus applicable fees
Post-Add/Drop Registration Fee	\$440
Returned Check (per occurrence)	\$74
Stop Payment	\$38
Transfer/Waiver Credit Evaluation	\$60
U-PASS (charged per course period of full-time enrollment)	\$178
U-PASS Replacement	\$54

Please note that all tuition and fees are subject to change. Students in multiple programs will be assessed the Tuition Rate and Universal Fee associated with their highest program each period.

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 Finance Self-Service will be assessed a convenience fee of 2.5% of the payment amount for credit card payments and \$3 for e-check payments.

By TransferMate: Make payments using your local currency through TransferMate and the payment will be transferred to U.S. Dollars, TransferMate - Adler University (transfermateeducation.com).

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 (payments postmarked on or before the due date will have late payment fees waived).

Payments made by check or money order should be mailed to:

Adler University

ATTN: STUDENT ACCOUNTS

17 N. Dearborn St. Chicago, IL 60602

Tuition and fees are due in full two weeks before the start of each course period. Payments made to Adler University are first applied against previous balances and then to current charges.

Students are responsible for all tuition and fees on the due date, regardless of pending employer or third-party reimbursement (pending other financial arrangements). Students receiving financial aid funds are responsible for submitting payment for all tuition and fees not covered by the amount of aid anticipated.

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

Inquiries should be initiated prior to the published tuition due date.

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

Tuition Refund Policy - Chicago Campus

Students who have officially withdrawn from Adler University, have withdrawn from specific courses, or have been administratively withdrawn may be entitled to a tuition refund. This refund will be paid within 14 business days of processing the withdrawal or drop. Note that a drop fee will be assessed, per course, to all Chicago Campus student accounts regardless of the course period week in which students drop. Refunds will be based on the total charge incurred rather than the amount paid by the student. Mandatory fees are not refundable once the course period has begun. Only tuition charges will be refunded based on the following schedule:

Fall, Spring, and Summer Course Periods - Chicago Campus

End of the 10th calendar day of the course period (11:59 p.m. CST).	100%
11th calendar day of the course period through the end of the course period.	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 approved for a leave of absence and 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 administratively withdrawn from Adler 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.

Beginning Fall 2025, Adler University will implement an opt-out tuition insurance program through A.W.G Dewar, Inc. to minimize the risk of financial loss in the case of withdrawal for medical or mental health reasons.

Online Campus

Academic Policies and Procedures - Graduate (Online)

- Academic Status
- Administrative Withdrawal
- Attendance Policy
- Course Drop, and Withdrawal
- Degree Conferral
- Grade Appeals
- Grade Appeal Process
- Grades of In Progress
- Grades of Incomplete
- Grading System
- Leave of Absence
- Readmission
- Registration
- Repeat Coursework
- Satisfactory Academic Progress/ Minimum Cumulative GPA Standards
- Statement of Student Responsibilities
- Transfer Credit
- Withdrawal in Good Standing

Academic Status

Good Academic Standing

To remain in good academic standing, a student must:

- Maintain consistent enrollment.
- Take a course load that ensures steady movement toward degree completion within the maximum limits outlined in the catalog.
- Meet all Student Responsibilities and applicable program requirements.
- Maintain a minimum cumulative GPA of 3.0.
- Complete each course with no less than a C grade for letter-grade master's-level courses, a B- for letter-grade doctoral-level courses, or a CR grade for credit/no-credit courses in master's-level and doctoral-level courses.

Academic Probation

Students may be placed on academic probation the first time they meet either of the following conditions:

- Fall below a 3.0 cumulative GPA.
- Receive a grade below C in a required letter-grade master's-level course, a grade below a B- in a required letter-grade doctoral-level course, or a grade of NC for a credit/no-credit course; see Repeat Course Policy for information on repeating courses.

Students on academic probation must meet all aspects of good academic standing within three consecutive course periods, or they may be dismissed.

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:

- On probation and does not return to good academic standing within the maximum probationary period.
- Fails to comply with an academic remediation plan.
- Master's student earns two or more grades of C-, D+, D, F, NC, *WF, or *WNC.
- Doctoral student earns two or more grades of C, C-, D+, D, F, NC, *WF, or *WNC.
- Fails to maintain minimum cumulative standards.
- Student admitted on a conditional basis earns one grade of C-, D+, D, F, NC, *WF, *WNC or falls below a 3.0 cumulative GPA in their first two courses.
- Student admitted on a provisional basis fails to submit all remaining collateral, as defined in their acceptance letter, prior to the end of student's first course.

Students who meet any of the Online Campus's dismissal criteria or have been referred for a potential violation of the Statement of Student Responsibilities will be referred to the Online Campus Student Comprehensive Evaluation Committee (SCEC). SCEC will evaluate the referral and determine a final outcome, which may include a plan for remediation or sanctions up to, and including, dismissal. Students admitted on a conditional or provisional basis will not be referred to SCEC.

The University reserves the right to dismiss students whose accounts are past due and to charge all associated fees. The transcript of a student who has been dismissed will carry a notation of "Dismissal."

Students who wish to appeal the decision of dismissal can follow the procedures of the Student Grievance and Appeal Procedure listed in the Student Handbook.

**Effective Fall 2025, these grades are no longer part of the grading system but will continue to be included in academic standing calculations for students who previously earned them.*

Administrative Withdrawal

A student may be administratively withdrawn for the following reasons:

- A student does not maintain continuous enrollment by being registered or on an approved leave of absence prior to the add/drop deadline.
- A student does not meet attendance standards.
- A student does not return from a leave of absence by the agreed upon add/drop deadline.

"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 Procedure listed in the Student Handbook. 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.

Attendance Policy

Students enrolled in online programs for which campus attendance is not required must fulfill the following attendance requirements:

- Students must log in to the Learning Management System (CANVAS) and participate in their course(s), at least one time, during the add/drop period, which is within the first seven days of class (the first seven days commencing with the start date of the course).
- Students that do not log in to the Learning Management System (CANVAS) and participate in their course(s) within the first 10 days of the term may be administratively withdrawn from the course in which there was no participation, or from the entire term if the student did not participate in any of their multiple courses.
- Every week thereafter (academic week begins midnight Monday through 11:59 p.m. Sunday), students must participate twice.
- Participation Options:
 - Student posting in a discussion forum.
 - Student submission of an academic assignment.
 - Student submission of an exam.

If a student's online activity indicates no participation for 14 days from the previous date of participation, students may be administratively withdrawn from the course, term, or university

Course Drop and Withdrawal

Students wishing to drop a course must do so before or during the published add/drop deadline, which is day 10 of the term. On the final day of the add/drop deadline, students will have until noon CT to email add/drop requests to the Department of Student Experience and Academic Advising (DSEAA Advising). Please consult the academic calendar for specific dates.

If taking more than one course, the official date of the drop is the date DSEAA receives the request and revises the term registration. If only taking one course, this constitutes taking a leave of absence for the term. DSEAA Advising will provide the appropriate documentation and highly encourage a financial assessment with the Financial Aid Office and/or Student Accounts. The official date of the drop is the date the Office of the Registrar receives written notification from the Department of Student Experience and Academic Advising of the student's last participation in a required course activity, with a request to drop the course.

Students who wish to withdraw from a course(s) have up until one week before the course end date. Upon withdrawal students will receive a (W) grade for the course and have financial liability for tuition. After the withdrawal deadline students will receive a grade from their instructor and have financial liability.

Failure to provide official notification of withdrawal may result in administrative withdrawal.

Degree Conferral

The Office of the Registrar is the department that processes degree conferrals at the University. The degree conferral process is ongoing and is not restricted to one time of the year. The annual commencement ceremony is not related to how and when degrees are conferred. The Office of the Registrar does not manage the commencement ceremony. Details regarding the commencement ceremony, when available, are at commencement.adler.edu.

Students must complete the graduation application (Graduation Overview in Self-Service) for each degree program they are enrolled. Submissions must be in accordance with the due dates listed on the academic calendar.

The Office of the Registrar will perform a comprehensive audit of a student's entire academic record once:

- The graduation application is submitted (due dates are available on the academic calendar).
- The student's instructors post all grades.
- All other degree requirements have been fulfilled, including practicum/externship/internship/Social Justice Practicum. Students who are completing a training related experience in their final term should check with their academic program to ensure all supporting documentation has been submitted.
- For doctoral students, your academic department must send an email to the Office of the Registrar that confirms their final approval of your uploaded final dissertation.

Final Grades

Instructors are required to post grades no later than three business days after the end of the course period or term.

Once an instructor posts final grades, the grades are immediately available for the student to view in Student Planner. Questions regarding missing grades should always be referred to the instructor on record. The instructor's name is on the student's schedule. Since faculty are responsible for posting final grades, the Office of the Registrar does not know the status of missing grades.

Internship/Practicum/Externship/Social Justice Practicum

Before degree conferral, students must complete all internship/practicum/externship/Social Justice Practicum requirements.

Students with questions regarding the status of their internship/practicum/externship/Social Justice Practicum grades or where documentation should be sent from their training sites should connect directly with the instructor of record - the instructor's name is located on the student's schedule. The Office of the Registrar is not involved in training-related courses and does not obtain or retain documentation relating to these experiences.

Once all grades are posted and **all** degree requirements are completed, including practicum, internship, submission of the final dissertation to the student's academic department, and confirmation from the student's academic program the final dissertation has been accepted and all training related activities are complete, auditing for degree conferral commences.

Degree Conferral Process

Allow up to 30 calendar days from the point all degree requirements have been satisfied, or 30 calendar days from the point your instructor posted your last grade, for your degree to be conferred. Students will receive email notification to their Adler University email account once their degree has been posted to their academic record.

Students are automatically in the queue for degree conferral once all degree requirements, including practicum, internship, submission of the final dissertation to their academic department, and confirmation from the academic program their final dissertation has been accepted and all training related activities are complete.

Students who anticipate beginning a job by a specific date should plan ahead and submit all degree requirements well in advance of their start date.

A student's degree conferral will be held if the student has exceeded the maximum timeframe to complete their degree and the student does not have written approval from their department chair or program director to continue in the program. Students should contact their department chair or program director for details.

The degree completion and conferral dates reflected on a student's transcript will reflect the date *all degree requirements* were satisfied, including last dates of attendance posted by instructors for each course, completion of practicum and internship, submission of final dissertation, and confirmation from their academic program their final

dissertation has been accepted. A student's degree completion date must be an accurate reflection of when degree requirements were completed. Requests to adjust degree completion or degree conferral dates that are not an accurate reflection of the date the student completed the degree requirements prescribed by the academic program will not be accommodated.

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.

Grade 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 they wish 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 the Department of Student Experience and Academic Advising is the fifth calendar day of the next 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. If the course instructor and program director are the same person, a student may appeal the instructor-level appeal by submitting a request to the department chair.

Grades of In Progress

A temporary in progress (IP) grade can be given to students who are engaged in applied field experiences (e.g., practicum, internship) or who are pending completion of a comprehensive exam. 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.

Grades of Incomplete

An incomplete (I) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the time allowed. Exceptional situations could include, but are not limited to, civil wars and unrest, extended power outages, natural disasters, etc. If you have questions, contact your program director.

An incomplete 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 within 48 hours of the end of the course.

For an incomplete to be considered, students must petition their instructor in writing via their Adler email account for an incomplete no later than 48 hours prior to the end of the course, or the student will receive the earned grade. The

faculty member must submit the incomplete grade agreement to the student and program director within 24 hours of the end of the course.

The incomplete agreement 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. Students must complete and submit outstanding coursework by the agreed-upon deadline for a corresponding grade change form to be processed. The faculty member must submit the grade change form to the Office of the Registrar via their Adler email account by the end of the add/drop period of the next seven-week course period. If the form is not submitted by the deadline, the grade will be converted to an F.

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:

Adler University Grading Scale - Graduate Programs		
Grade	Grade Scale (used by the instructor to determine a student's grade)	Grade Points (used to calculate GPA)
A+	99-100%	4.25
A	94-98%	4.00
A-	93-90%	3.75
B+	87-89%	3.30
B	83-86%	3.00
B-	80-82%	2.70
C+	77-79%	2.30
C	73-76%	2.00
C-	70-72%	1.70
D+	67-69%	1.30
D	65-66%	1.0
F	Below 65%	0
CR		N/A
NC		N/A

I		N/A
IP		N/A
TR		N/A
AU		N/A
W		N/A

Leave of Absence

A Leave of Absence (LOA) refers to the specific time period during a program when a degree seeking student is not in active attendance. Students on a LOA are considered to have withdrawn for financial aid purposes and their student loans will come due after any applicable grace period.

Applicants admitted on a conditional basis are not eligible to take a leave of absence until they no longer occupy conditional status. First term students who do not attend beyond the add/drop period are not eligible to take a leave of absence.

Master's degree students may take an LOA for no more than two consecutive full-course periods, with a total not to exceed four full-course periods. Doctoral degree students may take a LOA for no more than two consecutive full-course periods, with a total not to exceed six full-course periods.

Students may take an LOA by completing a Leave of Absence form, including necessary signatures, and submitting it to the Department of Student Experience and Academic Advising.

Students who desire an additional one-term leave of absence past two consecutive full-course periods may provide a written request to the Director of Student Experience and Academic Advising. However, the total number of leaves may not extend past three LOA's at any given time nor exceed four course periods for master's students and six course periods for doctoral students.

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.

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

Student-at-large/non-degree seeking students who are unable to maintain continuous enrollment need to withdraw from the university.

Readmission

Students who were previously enrolled at Adler and seek readmission within one calendar year of their withdrawal or dismissal must submit a written petition to re-enter to the executive dean of the Online Campus at ocdean@adler.edu. The petition should include an explanation of the circumstances for which they were withdrawn or dismissed and how they plan to be successful upon re-entry. If the petition is approved, students will be directed to the [admissions team](#) for instructions on how to apply. Readmission applicants are subject to current admissions requirements. If the petition is denied, the student will need to wait until one calendar year has passed from the time of withdrawal or dismissal to submit a new application for admission.

Students who were previously enrolled at Adler University and seek readmission after more than one calendar year of their withdrawal or dismissal must submit a new application for admission and be evaluated according to current admission requirements. As part of their application, students will need to submit a written statement that includes an explanation of the circumstances for which they were withdrawn or dismissed and how they plan to be successful upon re-entry.

If readmitted, applicants/students are subject to the program requirements at the time of the new application. Students must also satisfy all outstanding student account balances. A formal audit of previously completed coursework will be undertaken only after acceptance into a degree program.

Please see the Active Duty Military section provided earlier in the catalog for students seeking readmission after military service.

Registration

The Department of Student Experience and Academic Advising (DSEAA) administratively registers new and current students for all courses. Typically, students take one three-credit course in every course period. There may be some terms where a three-credit course runs alongside a required 0.5 or one-credit courses. Master's students may request to take more than one three-credit course per term by submitting a written request with rationale to their Academic Advisor. Doctoral students make this request to their cohort mentor. Upon approval, DSEAA will adjust the student's degree completion plan and register the student accordingly.

Repeat Coursework

A maximum of nine credit hours may be repeated for master's students and 12 credit hours, including requisite coursework, may be repeated for doctoral students. 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 admitted on a conditional basis are not eligible to repeat coursework until they achieve full admission status.

Satisfactory Academic Progress/ Minimum Cumulative GPA Standards

For students to maintain satisfactory academic progress, they must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale. Students who fall below a 3.0 cumulative GPA may be dismissed. Master's students need to complete their degree requirements for graduation within five years of the date of first registration following admission to the program. Doctoral students need to complete their degree requirements for graduation within seven years of the date of first registration following admission to the program.

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 and manage payment for tuition, fees, and other miscellaneous charges such that they maintain current payment of their student accounts.

Transfer Credit

Students accepted for admission may be granted transfer credit for degree-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 official transcripts with the grades earned. Course syllabi may also be requested, when applicable.

It is Adler University's policy that a request for transfer credit for all courses within a student's program must be received with all supporting documentation no later than the first day 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. In some cases, credit earned more than 10 years prior to the start of a student's program may be considered for transfer. Students must request consideration in writing, including a justification for their request.

Withdrawal in Good Standing

Students may withdraw from Adler University in good standing by completing the Student Withdrawal Form and submitting it to the Department of Student Experience and Academic Advising (DSEAA). To withdraw in good standing, students must be in good academic 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 Adler 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.

Academic Policies and Procedures - Undergraduate (Online)

- Academic Status
- Administrative Withdrawal
- Attendance Policy
- Course Drop, and Withdrawal
- Degree Conferral
- Grade Appeals
- Grade Appeal Process
- Grades of In Progress
- Grades of Incomplete

- Grading System
- Graduation Honors
- Leave of Absence
- Readmission
- Registration
- Repeat Coursework
- Satisfactory Academic Progress/ Minimum Cumulative GPA Standards
- Statement of Student Responsibilities
- Transfer Credit
- Withdrawal in Good Standing

Academic Status

Good Academic Standing

To remain in good academic standing, a student must:

- Maintain consistent enrollment.
- Take a course load that ensures steady movement toward degree completion within the maximum limits outlined in the catalog.
- Meet all Student Responsibilities and applicable program requirements.
- Maintain a minimum cumulative GPA of 2.0 on a 4.0 scale.
- Complete each course with no less than a C grade for letter-grade master's-level courses, a B- for letter-grade doctoral-level courses, or a CR grade for credit/no-credit courses in master's-level and doctoral-level courses.

Academic Probation

Students may be placed on academic probation the first time they meet either of the following conditions:

- Fall below a 2.0 cumulative GPA.
- Receive a grade below C in a required letter-grade course, or a grade of NC for a credit/no-credit course; see Repeat Course Policy for information on repeating courses.

Students on Academic Probation must meet all aspects of Good academic standing within three consecutive course periods, or they may be dismissed.

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:

- On probation and does not return to Good academic standing within the maximum probationary period.
- Fails to comply with an academic remediation plan.
- Bachelor's-level student earns three or more grades of D, F, or NC
- Fails to maintain minimum cumulative standards.
- Student admitted on a conditional basis earns one grade of D, F, or NC, or falls below a 3.0 cumulative GPA in their first two courses.
- Student admitted on a provisional basis fails to submit all remaining collateral, as defined in their acceptance letter, prior to the end of student's first course.

Students who meet any of the Online Campus's dismissal criteria or have been referred for a potential violation of the Statement of Student Responsibilities will be referred to the Online Campus Student Comprehensive Evaluation Committee (SCEC). SCEC will evaluate the referral and determine a final outcome, which may include a plan for remediation or sanctions up to, and including, dismissal. Students admitted on a conditional or provisional basis will not be referred to SCEC.

The University reserves the right to dismiss students whose accounts are past due and to charge all associated fees. The transcript of a student who has been dismissed will carry a notation of "Dismissal."

Students who wish to appeal the decision of dismissal can follow the procedures of the Student Grievance and Appeal Procedure listed in the Student Handbook.

Administrative Withdrawal

A student may be administratively withdrawn for the following reasons:

- A student does not maintain continuous enrollment by being registered or on an approved leave of absence prior to the add/drop deadline.
- A student does not meet attendance standards.
- A student does not return from a leave of absence by the agreed upon add/drop deadline.

"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 Procedure listed in the Student Handbook. 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.

Attendance Policy

Students enrolled in online programs for which campus attendance is not required must fulfill the following attendance requirements:

- Students must log in to the Learning Management System (CANVAS) and participate in their course(s), at least one time, during the Add/Drop period, which is within the first seven days of class (the first seven days commencing with the start date of the course).
- Students that do not log in to the Learning Management System (CANVAS) and participate in their course(s) within the first 10 days of the term may be administratively withdrawn from the course in which there was no participation, or from the entire term if the student did not participate in any of their multiple courses.
- Every week thereafter (academic week is between midnight Monday and 11:59 p.m. Sunday), students must participate twice.
- Participation Options:
 - Student posting in a discussion forum.
 - Student submission of an academic assignment.
 - Student submission of an exam.

If a student's online activity indicates no participation for 14 days from the previous date of participation, students may be administratively withdrawn from the course, term, or university.

Course Drop and Withdrawal

Students wishing to drop a course must do so before or during the published add/drop deadline - day 10 of the term. On the final day of the add/drop deadline - day 10 of the term - students will have until 12 p.m. CT to submit add/drop requests to the Department of Student Experience and Academic Advising (DSEAA Advising). Please consult the academic calendar for specific dates.

If taking more than one course, the official date of the drop is the date DSEAA receives the request and revises the term registration. If only taking one course, this constitutes taking a leave of absence for the term. DSEAA will provide the appropriate documentation and highly encourage a financial assessment with the Financial Aid Office and/or Student Accounts. The official date of the drop is the date the Office of the Registrar receives written notification from the Department of Student Experience and Academic Advising of the student's last participation in a required course activity, with a request to drop the course.

Students who wish to withdraw from a course(s) have up until one week before the course end date. Upon withdrawal students will receive a (W) grade for the course and have financial liability for tuition. After the withdrawal deadline students will receive a grade from their instructor and have financial liability.

Failure to provide official notification of withdrawal may result in administrative withdrawal.

Degree Conferral

The Office of the Registrar is the department that processes degree conferrals at the University. The degree conferral process is ongoing and is not restricted to one time of the year. The annual commencement ceremony is not related to how and when degrees are conferred. The Office of the Registrar does not manage the commencement ceremony. Details regarding the commencement ceremony, when available, are at commencement.adler.edu.

Students must complete the graduation application (Graduation Overview in Self-Service) for each degree program they are enrolled. Submissions must be in accordance with the due dates listed on the academic calendar.

The Office of the Registrar will perform a comprehensive audit of a student's entire academic record once:

- The graduation application is submitted (due dates are available on the academic calendar).
- The student's instructors post all grades.
- All other degree requirements have been fulfilled.

Final Grades

Instructors are required to post grades no later than 14 calendar days after the end of the course period or term.

Once an instructor posts final grades, the grades are immediately available for the student to view in Student Planner. Questions regarding missing grades should always be referred to the instructor on record - the instructor's name is on the student's schedule. Since faculty are responsible for posting final grades, the Office of the Registrar does not know the status of missing grades.

Internship/Practicum/Externship/Social Justice Practicum

Before degree conferral, students must complete all internship/practicum/externship/Social Justice Practicum requirements.

Students with questions regarding the status of their internship/practicum/externship/Social Justice Practicum grades or where documentation should be sent from their training sites should connect directly with the instructor of record - the instructor's name is located on the student's schedule. The Office of the Registrar is not involved in training-related courses and does not obtain or retain documentation relating to these experiences.

Once all grades are posted and **all** degree requirements are completed, including practicum, internship, submission of the final dissertation to the student's academic department, and confirmation from the student's academic program the

final dissertation has been accepted and all training related activities are complete, auditing for degree conferral commences.

Degree Conferral Process

Please allow up to 30 calendar days from the point all degree requirements have been satisfied, or 30 calendar days from the point your instructor posted your last grade, for your degree to be conferred. Students will receive email notification to their Adler University email account once their degree has been posted to their academic record.

Students are automatically in the queue for degree conferral once all degree requirements, including practicum and internship (when applicable) are complete.

Students who anticipate beginning a job by a specific date should plan ahead and submit all degree requirements well in advance of their start date.

A student's degree conferral will be held if the student has exceeded the maximum timeframe to complete their degree and the student does not have written approval from their department chair or program director to continue in the program. Students should connect with their department chair or program director for details.

The degree completion and conferral dates reflected on a student's transcript will reflect the date *all degree requirements* were satisfied, including last dates of attendance posted by instructors for each course and completion of practicum and internship. A student's degree completion date must be an accurate reflection of when degree requirements were completed. Requests to adjust degree completion or degree conferral dates that are not an accurate reflection of the date the student completed the degree requirements prescribed by the academic program will not be accommodated.

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.

Grade 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 they wish 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 the Department of Student Experience and Academic Advising is the fifth calendar day of the next 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. If the course instructor and program director are the same person, a student may appeal the instructor-level appeal by submitting a request to the department chair.

Grades of In Progress

A temporary in progress (IP) grade can be given to students who are engaged in applied field experiences (e.g., practicum, internship) or who are pending completion of a comprehensive exam. 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.

Grades of Incomplete

An incomplete (I) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the time allowed. An incomplete 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 within 48 hours of the end of the course.

For an incomplete to be considered, students must petition their instructor in writing via their Adler email account for an incomplete no later than 48 hours prior to the end of the course or the student will receive the earned grade. The faculty member must submit the incomplete grade agreement to the student and program director within 24 hours of the end of the course.

The incomplete agreement 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. Students must complete and submit outstanding coursework by the agreed-upon deadline for a corresponding grade change form to be processed. The faculty member must submit the grade change form to the Office of the Registrar via their Adler email account by the end of the add/drop period of the next seven-week course period. If the form is not submitted by the deadline, the grade will be converted to an F.

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:

Online Campus

Grade	Description	Grade Point
A+		4.25
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	0.0

CR ^{1,2}	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
WNC	Withdrawal No Credit	N/A

Notes.

¹ For students enrolled in a Ph.D. program, a course completion designation of "CR" (credit), for courses without a letter grade, is a passing score equivalent to a letter grade of "B-" or better.

² For students enrolled in an M.A. program, a certificate program, or a B.A. program, a course completion designation of "CR" (credit), for courses without a letter grade, is a passing score equivalent to a letter grade of "C" or better.

Grade Scale

99 - 100%	A+
94 - 98%	A
90 - 94%	A-
85 - 89%	B+
80 - 84%	B
77 - 79%	B-
70 - 76%	C
60 - 69%	D
Below 59%	F

Graduation Honors

Students who have completed all graduation requirements are eligible for the following graduation honors based on cumulative GPA.

Bachelor's Degree:

- Summa Cum Laude 3.90-4.0 GPA
- Magna Cum Laude 3.75-3.89 GPA
- Cum Laude 3.5-3.74 GPA

Leave of Absence

A Leave of Absence (LOA) refers to the specific time period during a program when a degree seeking student is not in active attendance. Students on a LOA are considered to have withdrawn for financial aid purposes, and their student loans will come due after any applicable grace period.

Applicants admitted on a conditional basis are not eligible to take a leave of absence until they no longer occupy conditional status. First term students who do not attend beyond the add/drop period are not eligible to take a leave of absence.

Bachelor's degree students may take a LOA for no more than two consecutive course periods, with a total not to exceed six full-course periods. Master's degree students may take a LOA for no more than two consecutive full-course periods, with a total not to exceed four full-course periods. Doctoral degree students may take a LOA for no more than two consecutive full-course periods, with a total not to exceed six full-course periods.

Students may take a LOA by completing a Leave of Absence form, including necessary signatures, and submitting it to the Department of Student Experience and Academic Advising.

Students who desire an additional one-term leave of absence past two consecutive full-course periods may provide a written request to the Director of Student Experience and Academic Advising. However, the total number of leaves may not extend past three LOA's at any given time nor exceed four course periods for master's students and six course periods for bachelor's and doctoral students.

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.

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

Student-at-large/non-degree seeking students who are unable to maintain continuous enrollment need to withdraw from the University.

Readmission

Students who were previously enrolled at Adler and seek readmission within one calendar year of their withdrawal or dismissal must submit a written petition to re-enter to the executive dean of the Online Campus, ocdean@adler.edu. The petition should include an explanation of the circumstances for which they were withdrawn or dismissed and how they plan to be successful upon re-entry. If the petition is approved, students will be directed to the [admissions team](#) for instructions on how to apply. Readmission applicants are subject to current admissions requirements. If the petition is denied, the student will need to wait until one calendar year has passed from the time of withdrawal or dismissal to submit a new application for admission.

Students who were previously enrolled at Adler University and seek readmission after more than one calendar year of their withdrawal or dismissal must submit a new application for admission and be evaluated according to current admission requirements. As part of their application, students will need to submit a written statement that includes an explanation of the circumstances for which they were withdrawn or dismissed and how they plan to be successful upon re-entry.

If readmitted, applicants/students are subject to the program requirements at the time of the new application. Students must also satisfy all outstanding student account balances. A formal audit of previously completed coursework will be undertaken only after acceptance into a degree program.

Please see the Active Duty Military section provided earlier in the catalog for students seeking readmission after military service.

Registration

The Department of Student Experience and Academic Advising (DSEAA) administratively registers new and current students for all courses. Typically, students take one three-credit course in every course period. There may be some terms where a three-credit course runs alongside a required 0.5 or one-credit courses. Master's students may request to take more than one three-credit course per term by submitting a written request with rationale to their Academic Advisor. Doctoral students make this request to their cohort mentor. Upon approval, the Department of Student Experience and Academic Advising will adjust the student's degree completion plan and register the student accordingly.

Repeat Coursework

A maximum of 12 credit hours, may be repeated for bachelor's degree students. 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 admitted on a conditional basis are not eligible to repeat coursework until they achieve a full admission status

Satisfactory Academic Progress/ Minimum Cumulative GPA Standards

For students to maintain satisfactory academic progress, they must maintain a minimum cumulative GPA of 2.0 on a 4.0 scale. Students who fall below a 2.0 cumulative GPA may be dismissed. Bachelor's degree students need to complete their degree requirements for graduation within seven years of the date of first registration following admission to the program.

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 and manage payment for tuition, fees, and other miscellaneous charges such that they maintain current payment of their student accounts.

Transfer Credit

Students accepted for admission may be granted transfer credit for degree-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 transcripts with the grades earned. Course syllabi may also be requested, when applicable.

It is Adler University's policy that a request for transfer credit for all courses within a student's program must be received with all supporting documentation no later than the first day 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 C or better grade and completed within 10 years of the date of the student's program matriculation will be considered for transfer credit. In some cases, credit earned more than 10 years prior to the start of a student's program may be considered for transfer. Students must request consideration in writing, including a justification for their request. Students may transfer up to 30 credits toward the Online Campus' bachelor's 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 the Department of Student Experience and Academic Advising. To withdraw in good standing, students must be in good academic 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 Adler 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.

Admission Policies and Procedures - Graduate (Online)

- Admission
- Application Process
- Changing or Adding Programs
- International Applicants
- Master's Level Minimum Admissions Requirements
- Students-at-Large/Non-Degree Seeking

Admission

The Adler University Online Campus employs a rolling admission process for all start dates and programs. This means applications are accepted throughout the year. Applicants will be notified of admission to an Adler University program by the Office of Admissions.

Applicants who are admitted to the program will receive an official acceptance letter that indicates a deadline by which they must confirm their decision. To secure a place in the program, admitted applicants must accept their offer through the application portal and submit a non-refundable tuition deposit. The deposit amount is specified within the acceptance letter and will also be paid through the application portal by the stated deadline.

Students who have been fully admitted to a degree program may be able to defer their admission for up to one session (7 weeks) from their original session of admission. To defer admission, students must:

- Sign their statement of acceptance.
- Pay a \$500 USD non-refundable deferment fee.
- Write a statement indicating why they would like to defer admission to the Office of Admissions.

A deferment request must be submitted no later than the first day of the session to be eligible for review. Students who are approved to defer their admission can only do so for one session and will be subject to program requirements in effect at the time of the new application.

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. Contact the Office of Admissions with questions about the deferral process.

The Office of Admissions does not maintain student files for applicants who do not enroll by their intended start date.

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 outstanding academic achievement and a commitment to social responsibility. Ideal candidates for admission are those who will make a difference in their communities and the lives of the individuals and families they plan to serve upon graduation. Applicants nearing completion of a baccalaureate degree may apply for admission contingent on successfully completing the undergraduate degree.

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.
- Statement of intent.
- Resume or curriculum vitae.
- Official transcripts from all colleges or universities attended.*
- Two letters of recommendation and accompanying recommendation form.
- Writing sample.**

*Unofficial transcripts can be used for application review. Official valid transcripts must be received before the end of the first course. Provisional admission may be granted until receipt of official transcripts. Transcripts from non-degree-granting institutions may be eligible to be waived for those with a GPA above a 3.0

** A writing sample is required for applications to all Online Campus Ph.D. programs.

Changing or Adding Programs

Master's students may apply to change from one Adler University Online Campus 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.

Master's degree students who wish to apply for a doctoral program must apply for admission as outlined in the current catalog's Application Process - Online Campus section.

International Applicants

In addition to a completed application, all transcripts from outside of North America (including Mexico) must be evaluated on a course-by-course basis by a NACAC (National Association for College Admissions Counseling) approved service. Acceptable services include:

- SpanTran - SpanTran Pathway Adler University.
- One Earth Credential Evaluations..
- World Education Services (WES).
- Educational Credentialing Evaluators (ECE).

Please note that we require an official course-by-course international credential evaluation, but do not require official copies of the original transcripts.

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 Adler University through the testing service. These test results are valid for two years.

TOEFL (ETS.ORG)

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 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 overall band score of 7.0, with no band score lower than 7.0.

PTE (PEARSONPTE.COM)

Applicants who take the PTE must receive a minimum overall score of 66.

Master's Level Minimum Admissions Requirements - Online Campus Programs

MINIMUM ADMISSION REQUIREMENTS

Applicants are required to have:

1. 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.
2. 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. Exceptions may be made for applicants with a conferred graduate degree.
 - Applicants with a GPA below 2.5 will be considered on a case-by-case basis.
3. Two letters of recommendation.**

**Letters of recommendation may be waived based on cumulative grade point average from your degree-granting institution. Letters of recommendation should be submitted by professional references on letterhead.

CONDITIONAL ADMISSION STATUS

Applicants admitted on a conditional basis must achieve a 3.0 cumulative GPA in their first two courses to achieve full admission status and continue in the program. Applicants not meeting this standard may be dismissed from the University. Applicants admitted on a conditional basis are not eligible to repeat coursework until they achieve full admission status.

PROVISIONAL ADMISSION STATUS

Applicants admitted on a provisional basis must submit all outstanding collateral, as defined in their acceptance letter, prior to the end of their first course to achieve full admission status and continue in the program. Applicants not meeting this standard may be dismissed from the University.

Students-at-Large/Non-Degree Seeking

Students who wish to take classes for personal pursuits unrelated 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 professional enrichment as long as they meet the minimum eligibility for admission. Graduate students in degree programs at other regionally accredited institutions are responsible for verifying whether Adler University courses will be transferred back and accepted for credit with their home institutions.

SAL/NDS applicants must submit a completed application, statement of intent, resume or curriculum vitae, and official transcripts from all degree-granting undergraduate and graduate schools attended. The Admissions Committee will review applications and applicants will not be allowed to register until they have been approved for admission as SAL/NDS students.

If admitted as SAL/NDS, a student may complete a maximum of nine credits as a SAL/NDS student and must comply with all prerequisites and course requirements as given in the Adler University catalog.

SAL/NDS students have to obtain approval for the course's department chair or program director before they are able to register. Graduates of Adler University 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. 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 SAL/NDS students are limited to a total of nine credit hours of coursework, 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 classes until 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 a SAL/NDS will be required to submit a new application for the program for which they are applying and any additional necessary documentation.

Admission Policies and Procedures - Undergraduate (Online)

- Admission
- Bachelor's-Level Minimum Admissions Requirements
- Changing or Adding Programs
- Students-at-Large/Non-Degree Seeking

Admission

Adler University's Online Campus 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 admission to an Adler University program by the Office of Admissions.

Admitted applicants who do not matriculate at their intended start date may be able to defer their admission to the next start date. A deferment request, and the deferment fee must be submitted no later than the first day of the term to be eligible for review. Admitted applicants can only defer once for one session only. 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. Contact the Office of Admissions with questions about the deferral process.

The Office of Admissions does not maintain student files for applicants who do not enroll by their intended start date.

Bachelor's-Level Minimum Admissions Requirements

Minimum Admission Requirements

Applicants are required to have:

- Proof of high-school graduation (or the equivalent) or an earned associate's degree.
- Acceptable proficiency in spoken and written English.
- A minimum of 60 credit hours from an accredited U.S. institution or an equivalent international institution, with a grade of C or better prior to matriculation.
- Completion of one of the following prior to matriculation:
 - A conferred associate's degree with one general psychology course, or comparable international institution OR
 - The following prerequisite courses with a grade of C or better - these prerequisites fulfill the general education requirements as defined by the Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC):
 - Two courses in written communication, 6 credits.
 - One course in oral communication, 3 credits.
 - One course in mathematics, 3 credits.
 - One course in life sciences, 3 credits.
 - One course in physical sciences, 3 credits.
 - One laboratory science course, 1 credit.
 - One course in humanities, 3 credits.
 - One course in fine arts, 3 credits.
 - One course in humanities or fine arts, 3 credits.
 - Two courses in social and behavioral sciences, 6 credits.
 - One course in general psychology or introduction to psychology, 3 credits.
 - Approximately eight elective courses, 24 credits.
 - Total hours of required and elective courses, 60 credits.

Full Admission Status

Applicants admitted with full admission status have no conditions or outstanding collateral tied to their student status.

Conditional Admission Status

Applicants admitted on a conditional basis must achieve a 3.0 cumulative grade point average in their first two courses to achieve full admission status and continue in the program. Applicants not meeting this standard may be dismissed from the university. Applicants admitted on a conditional basis are not eligible to repeat coursework until they achieve full admission status.

Provisional Admission Status

Applicants admitted on a provisional basis must submit all outstanding collateral, as defined in their acceptance letter, prior to the end of their first course to achieve full admission status and continue in the program.

Applicants not meeting this standard may be dismissed from the University.

Changing or Adding Programs

Students or alumni of a bachelor's degree program who want to apply for a master's or doctoral program will be required to reapply and must have a conferred bachelor's degree prior to matriculation. Graduate students may apply to change from one Adler University Online Campus 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.

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. Students enrolled at other accredited institutions bear the responsibility of verifying with their home institutions whether Adler courses will be transferrable and accepted for credit.

Applicants seeking to take graduate level courses must submit a completed application, a statement of intent, a resume or curriculum vitae, and official transcripts from all degree-granting institutions. Applicants seeking to take undergraduate courses must submit a completed application and official transcripts from all degree granting institutions. Applications will be reviewed by the Office of Admissions and prospective students will not be allowed to register until they have been approved.

If admitted as SAL/NDS, a student may complete a maximum of nine graduate credits as a SAL/NDS student and a maximum of 18 undergraduate credits as a SAL/NDS student and must comply with all prerequisites and course requirements as given in the Adler University Catalog.

SAL/NDS students will have to obtain approval from the department chair or program director of the course they wish to register for. Graduates of Adler University who are approved as SAL/NDS may take up to a maximum of 18 graduate credits as a SAL/NDS students. 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 credit may apply toward completing a degree for SAL/NDS. 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 taking graduate level coursework are limited to a maximum of nine credit hours of coursework and students-at-large taking undergraduate level coursework are limited to a maximum of 18 credits, 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 graduate credit hours of courses, or 18 undergraduate hours of courses may not register for additional courses until 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 be required to submit a new application for the program for which they are applying and any additional necessary documentation.

Financial Responsibility Policy (Online)

- Delinquent Account/Collection
- Payment of Fees/Promise to Pay

Delinquent Account/Collection

Financial Hold: Students understand and agree that if they fail to pay their student account bill or any monies due to Adler University by the scheduled due date, Adler University will place a financial hold on their student account, preventing them from registering for future classes, requesting transcripts, or receiving their diploma.

Late Payment Charge: Students understand and agree that if they fail to pay their student account bill or any monies due to Adler University by the scheduled due date, Adler University will assess late payment and/or finance charges at the rate of 2% per month on the past due portion of their student account.

Collection Agency Fees: Students understand and accept that if they fail to pay their student account bill or any monies due to Adler University by the scheduled due date and fail to make acceptable payment arrangements to bring their account current, Adler University may refer their delinquent account to a collection agency. Students further understand that if Adler University refers their student account balance to a third party for collection, a collection fee will be assessed and due in full at the time of the referral to the third party. The collection fee will be calculated at the maximum amount permitted by applicable law but not to exceed 30% of the amount outstanding of the past due balance. For purposes of this provision, the third party may be a debt collection company or an attorney. If a lawsuit is filed to recover an outstanding balance, students shall also be responsible for any costs associated with the lawsuit, such as court costs. Finally, students understand that their delinquent account may be reported to one or more of the national credit bureaus.

Payment of Fees/Promise to Pay

Students understand that when they register for any class at Adler University or receive any service from Adler University, they accept full responsibility to pay all tuition, fees, and other associated costs assessed as a result of their registration and/or receipt of services. Students further understand and agree that their registration and acceptance of these terms constitutes a promissory note agreement (i.e., a financial obligation in the form of an educational loan as defined by the U.S. Bankruptcy Code at 11 U.S.C. §523(a)(8)) in which Adler University is providing the students with educational services, deferring some or all of their payment obligation for those services. They promise to pay for all assessed tuition, fees, and other associated costs by the published or assigned due date.

Students understand and agree that if they drop or withdraw from some or all the classes for which they register, they will be responsible for paying all or a portion of tuition and fees in accordance with the published tuition refund schedule at Adler University.

Students have read the terms and conditions of the published tuition refund schedule and understand those terms are incorporated herein by reference. Students further understand that their failure to attend class or receive a bill does not absolve them of their financial responsibility as described above.

Programs of Study (Online)

Online Campus

Doctor of Philosophy

Industrial and Organizational Psychology, (Ph.D.)

Program Overview

The Doctor of Philosophy in Industrial and Organizational Psychology is a doctoral program that prepares students for careers in corporate, consulting, academic, and public sector human capital and human resource work settings. The curriculum is composed of a blend of courses covering information and theories across human motivation, social psychology, cognitive psychology, leadership, and organizational development. The program has a heavy emphasis on evidence-based decision-making and provides deep exploration of statistics and research methods to inform fiscally and ethically guided recommendations. Courses in the Ph.D. program will allow for the application of concepts defined within an industrial and organizational psychology master's program. Courses will feature application of the learning for various career opportunities, including consulting, academic, and corporate. Program faculty have a broad range of backgrounds with specialties in corporate, nonprofit, and consultative settings. This program combines academic theory with current, real-world examples and professional materials to prepare students for roles across industries.

The program stresses the importance of field-relevant ethical codes and statutes, such as the APA Ethical Principles of Psychologists, APA Code of Conduct, and the EEOC Uniform Guidelines on Employee Selection Procedures, 1978, to ensure principled practice.

Program Objectives

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

1. Demonstrate respect and understanding for human capital-related issues.
2. Apply legal and ethical codes specific to industrial and organizational psychology.
3. Apply academic knowledge and consulting skills to solve complex business challenges.
4. Utilize interpersonal skills to integrate diversity and various perspectives in professional settings.
5. Leverage data input and analysis to identify business problems and propose thoughtful, well-rounded solutions.
6. Analyze theories and concepts related to the value of individuals and groups in the workplace.

Minimum Admission Requirements

Applicants to this program are required to have:

- A master's degree, by the date of matriculation, in industrial and organizational psychology, psychology, business, or a related discipline. Applicants who did not graduate from Adler University's Master of Arts in Industrial and Organizational Psychology or an equivalent program may be required to complete the equivalency requirements in addition to the doctoral curriculum. See program requisites.
- A cumulative GPA of 3.0 or better (on a 4.0 scale) in their master's degree. Successful applicants typically have a GPA of 3.25 or higher on a 4.0 scale for graduate-level coursework.
- Two letters of recommendation from an individual who can speak to the applicant's likelihood of success in a doctoral program.*
- A writing sample (e.g., a publication, report, or an essay or paper previously submitted as an assignment).
- Admissions interview.

*Applicants who are graduates or current students in good standing from Adler University master's degree programs may have one letter of recommendation and/or interview waived.

Program Requisites

Applicants are expected to have adequate coursework in the areas listed below. Applicants who did not graduate from Adler University's Master of Arts in Industrial and Organizational Psychology, or an equivalent program, will be assessed to determine whether they have adequate coursework in the following master's-level course areas, with a letter grade of B or better.

Course Areas and Equivalent Courses at Adler

- One graduate-level research methods course: Research Methods (INDS 503) or Research Methods in Organizational Psychology (MAOP 546).

Provisional Admission Status

Applicants admitted on a provisional basis must submit all outstanding collateral, as defined in their acceptance letter, prior to the end of their first course to achieve full admission status and continue in the program. Applicants not meeting this standard may be dismissed from the University.

Doctoral Qualifying Exams

Doctoral qualifying exams are a key feature of the Ph.D. program and allow students to demonstrate understanding and application of the program material before formally embarking on their dissertation process. Students are eligible to apply to take comprehensive exams after all program coursework has been completed. Doctoral qualifying exams will take place during a predetermined course, and students will need to indicate their desire to take doctoral qualifying exams by signing up via the formal Doctoral Qualifying Exam Application Process. This process not only designates the exact time interactive components of the exam will take place but will act as a review of the student's current course standing and course completion status to ensure the student is eligible to take doctoral qualifying exams at that time.

The content of doctoral qualifying exams is made up of both written responses and a "live" presentation/discussion format.

- **Written component:** Students will receive three prompts and be required to respond in writing to two of the three prompts during the course. Written components will include literature reviews and should incorporate research aligned with the student's dissertation topic. Prompts will be given to students three weeks before responses are due. Replies to the prompts will be due by a specific date and time, and failure to submit responses by the deadline will render the student's submission ineligible. Late deliverables are not accepted for doctoral qualifying exam submissions. Further information on the details needed for the written component will be given after the student receives approval to participate in the doctoral qualifying exams.
- **Presentation component:** After submission of the written component, students will have one week to prepare for and deliver a "live" online meeting to present ideas and recommendations related to one of the written prompts. The live meeting will be interactive, and students will be expected to field questions related to their ideas and recommendations. Further information on the details needed for the presentation component will be given after the student receives approval to participate in the doctoral qualifying exams.

Dissertation

The dissertation is the capstone of the Ph.D. program and showcases a student's research skills, critical thinking, and command of theories and data related to a topic of his or her choosing. Prior to working on the dissertation, students must complete all required coursework and pass the doctoral qualifying exams. To register for dissertation credit hours, students must be in compliance with the Satisfactory Academic Progress (SAP) Policy. Upon successfully passing the competency exams, students will be assigned to a dissertation chair. The online program director will assign readers who have experience and expertise related to the dissertation topic. These additional committee members, as well as the chair, serve as the formal dissertation committee for the student.

Ushering the dissertation process along is a student-owned process. Students should meet with their dissertation chair to discuss possible dissertation topics and plans for completing the dissertation. Dissertation chairs can provide perspective on research needed, as well as possible measurement strategies. Students should be meeting with the dissertation chair on an agreed-upon schedule. Students should also work with the appointed committee members to understand their expectations on key milestones, drafts to be submitted, and so on.

Students should incorporate feedback given by the dissertation chair and readers on all iterations of the dissertation deliverables. Students will continue to work on the dissertation to refine it and incorporate feedback, until such a point when a decision will be collaboratively made by the student and the dissertation chair that a dissertation defense may be scheduled. A date for presenting the final dissertation will be selected by the dissertation chair and the student. In the dissertation defense, students will present their materials to the committee and demonstrate their ability to discuss research, hypotheses, data, and findings on their selected topic and respond to questions posed by the committee.

Dissertation defenses are open to the academic community, and individuals outside of the dissertation committee may be in attendance. Typically, revisions to the dissertation will need to be addressed after the defense is complete. After a student has presented his or her findings during the defense, the committee will make one of the following decisions:

- Student does not pass.
- Student passes with major revisions needed; core analyses and/or theories need to be reworked, the literature review needs to be enhanced, and so on.
- Student passes with minor revisions needed; edits needed are likely cosmetic and could include creating a better reading flow in the document or clarifying points or findings for greater impact.
- Student passes with no revisions needed; the committee determines no revisions are needed.

Optional Professional Portfolio

For the benefit of capitalizing on career opportunities and aspirations, Adler University offers an optional professional portfolio submission. Students are strongly encouraged to build and submit a professional portfolio at the conclusion of the program because they may be requested during the hiring process. Students will receive constructive feedback on ways to enhance the portfolio for the greatest impact. A template will be provided specifying what should be addressed in the portfolio, including course activities, comprehensive exam responses, and dissertation outputs.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Satisfactory completion of the Doctoral Qualifying Examination.
4. Satisfactory completion of a doctoral dissertation proposal, dissertation, oral defense, and submission of the final document.
5. A cumulative GPA of 3.0 or higher.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Doctor of Philosophy in Industrial and Organizational Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Students are required to complete 66 post-baccalaureate credit hours, including a minimum of 12 credits toward their dissertation, plus two Social Justice Practicum (SJP) credits.

Coursework is in the key areas of industrial and organizational psychology, along with two advanced research courses. All core courses need to be successfully completed prior to taking IOP 800 Doctoral Qualifying Examination. IOP 800 must be successfully completed for students to proceed into doctoral candidacy and begin work on the research phase of their dissertation.

The program will consist of 66 credit hours, including requisite, core, elective, SJP and dissertation requirements.

Requisite Coursework (may come from M.A. degree) (3 Credits)

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

Core Coursework (36 Credits)

IOP 700 - History and Systems of Psychology in Industrial and Organizational Psychology

3

This course provides an overview of the history of psychology as a whole and details the evolution of the field over time. Students will explore major ideologies, theories, theorists, and schools of psychology that have contributed to industrial and organizational psychology. This course will focus on those tenets of the field that have been consistent over time while also discussing components that are no longer current. After exploring past and current trends, students will be asked to discuss and reflect upon future trends and topics that may be relevant for professionals in this space.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be

needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

IOP 703 - Advanced Organizational Development and Change

3

This advanced course leverages change management theories and processes to consider the impact of change on organizations at large and groups within organizations. Students will advise organizations on how to lead meaningful development activities by examining change research, the overall business need for change, and possible risks and rewards for that specific organization. While this course will be grounded in organizational development and change research, students will incorporate insights from real-world firms and case studies to create recommendations that are academically informed but practically implementable.

IOP 704 - Advanced Statistics in IO Psychology

3

This course focuses on how to use statistics to solve for complex human capital business issues. Multiple new analyses will be explored with a large focus of the course being prediction of outcomes from datasets. Example analyses in the course will include regression, MANOVA, and hierarchical linear models. Students will construct simplified business recommendations by analyzing multiple complex datasets and inputs. SPSS will be used to help manage large datasets.

IOP 705 - Job and Task Analysis

3

This course details the process for conducting job and task analyses in organizations. This process is used across the I/O psychology field to get foundational information used for writing job descriptions, determining organizational career paths, and having a robust understanding of the knowledge, skills, abilities, and responsibilities of each role in an organization. This course serves as a building block for many other topics in the field such as compensation initiatives and employee selection.

IOP 708 - Advanced Research Methods and Design I: Qualitative Methods

3

This course focuses on qualitative research methods and provides students with hands-on experience to prepare them for the initial stages of the research process. The course provides in-depth analysis and discussion on various qualitative research methods and design approaches in terms of their pros and potential cons when exploring a variety of research questions. Students will also learn how to collect information relevant to research questions that they have and how to write up summaries to capture important information from reviewed literature. Students will identify a hypothesis they want to explore related to dissertation research interests and build a literature review on a topic of their choosing. This is the first of two research courses that build upon one another. IOP-709: Advanced Research Methods and Design II should not be taken until IOP-708: Advanced Research Methods and Design I is successfully completed.

IOP 709 - Advanced Research Methods and Design II : Quantitative Methods

3

This course will cover quantitative research designs and provide students with practical experience in activities

required to progress through the research process, building on concepts learned in IOP-708: Advanced Research Methods and Design I. Students will learn how to devise experiments to test hypotheses and how to evaluate the effectiveness of those designs. The course will incorporate statistical concepts as students will use various data analysis models to analyze experimental data. Students will use SPSS software to aggregate and analyze data. Throughout the course, students will design a study, collect and analyze data, and present their findings in an APA-style paper.

IOP 710 - Advanced Human Factors

3

This course explores the interaction of humans and various forms of technology within differing environments. Topics include technology and machine displays (for example, visual, auditory), motor skills, information processing, decision making, and biomechanics. The course is heavily focused on examining human behavior and capabilities to inform how products, technology, and work environments are designed. Students will be presented with human factors design and measurement considerations in a variety of industries and settings.

IOP 713 - Leadership and Management

3

This course will explore the roles of leaders and managers in organizations and discuss viewpoints regarding the similarities and differences between each role. Students will learn about various leadership styles individuals possess and how those styles impact organizational culture and team dynamics. Topics will include decision-making structures and the culture created by various management hierarchies. The course will also cover strategies and intervention techniques for developing leadership traits and behaviors.

IOP 715 - Advanced Recruitment, Selection

3

This course will cover key talent management practices related to the recruitment and selection of individuals for employment in various roles and organizations. Students will learn all aspects of the recruitment cycle including determining which roles to recruit for, conducting a job analysis, sourcing candidates, interviewing candidates, and subsequently reviewing data to inform decision making on the individual's candidacy for the role. Students will also learn about the process for developing legally defensible selection systems, programs, and assessments. The course will cover trends in recruitment and selection over time with an emphasis on areas that have become best practice in terms of attracting and selecting talent.

IOP 716 - Advanced Group Dynamics

3

This course explores differentiated concepts of interpersonal behavior in small groups. Students will learn about research in the field of group dynamics as well as the applicability of that research to modern organizations. The course will focus on how to enhance the effectiveness of existing small groups and also how to structure small groups based on individual assessment data. Additionally, students will learn about the roles they tend to play in groups themselves to help shape their understanding of their own preferences when operating in a group.

IOP 717 - Advanced Training and Developm

3

This course evaluates theories, methodologies, and best practices for designing and implementing effective training programs in organizations. The course will cover major adult learning theories as well modern application of those theories in training designs and programs. Students will critically analyze processes for developing training content, how to facilitate training, and proper measurement and evaluation of training initiatives. Additionally, the course will emphasize cross-cultural considerations when designing and delivering training programs.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements

include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto

any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Comprehensive Exam (3 Credits)

IOP 800 - Doctoral Qualifying Examination

3

The purpose of this seminar is to assess students' mastery of I/O psychology content delivered throughout the program and to gauge students' readiness for future doctoral study. Evidence of this mastery enables program faculty to proceed with further dissertation phases of the program. During this seminar students will be asked to complete written and oral assignments to assess their mastery of I/O program material. Students will be required to complete this seminar before formally beginning the doctoral dissertation process. The content of doctoral qualifying exams is made up of both written responses and a "live" presentation/discussion format. Written component: Students will receive three prompts and be required to respond, in writing, to two of the three prompts. Written components will include literature reviews and should incorporate research aligned to the student's dissertation topic. Prompts will be given to students three weeks before responses are due. Replies to the prompts will be due by a specific date and time and failure to submit responses by the deadline will render the student's submission ineligible. Late deliverables are not accepted for doctoral qualifying exam submissions. Further information on the detail needed for the written component will be given after the student receives approval to participate in the doctoral qualifying exams. Presentation component: After submission of the written component, students will have one week to prepare for and deliver a "live" online meeting to present ideas and recommendations related to one of the written prompts. The live meeting will be interactive, and students will be expected to field questions related to their ideas and recommendations. Further information on the detail needed for the presentation component will be given after the student receives approval to participate in the doctoral qualifying exams.

Dissertation (12 credits)

IOP 801 - Doctoral Dissertation

1.5 - 3

Course may be taken multiple times for credit. This course provides support and structure throughout the dissertation process. Students will prepare and complete a prospectus, outlining their dissertation plan. This course will also guide students through the development, presentation and defense of a formal dissertation proposal. Students will collect and analyze data under the supervision of their Dissertation Chair. Finally, students will complete their work by preparing a complete dissertation and defending their research, data collection methodology, findings and opportunities for further research. Students are required to participate on a weekly basis during this course. The course will be repeated as the student progresses through the dissertation process. The course is graded on a credit/no credit basis and grades are dependent on the student completing the agreed-upon deliverable at the end of each term.

Elective Coursework (9 credits)

MAMP 501 - Operational Psychology

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

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

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

This course provides an overview of psychological and sociological dimensions of the warrior culture. In doing so the student will learn to assess research and develop a literature review on a specific area of military culture. Students will conduct a literature review of the history and evolution of culture in the armed forces. This includes, but is not limited

to, the branches of the uniform services, organizational & leadership structure, military core value system, and diversity. Special attention will be given to the diversity and meaningful cultural characteristics of race, ethnicity, language, religion, values, beliefs, disabilities, class, sexuality, gender, and age. This will provide the student with a better understanding of military culture, allowing cultural sensitivity in communications and in interactions with uniform service members, their partners, families, and community. Service learning will occur with the student attending open military/veterans/family related advocacy and support groups.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

IOP 702 - Advanced Organizational Theory

3

This advanced course will use the tenets of organizational behavior and organizational theory to explore the factors that most influence successful business decisions and interactions. Insights will be used to address how leaders can understand, act upon, and increasingly strengthen organizational culture, values, ethics, and overall effectiveness. A core focus of the course will be addressing which theories are most appropriate for different business issues and how disparate theories can be harmonized to solve business challenges.

IOP 706 - Advanced Consulting Skills

3

This course focuses on effective consulting by presenting students with common and unique business challenges and exploring possible solutions. Students will be presented with multiple data points on organizational challenges and be asked to find solutions for these challenges with a mock client. Leveraging Block's framework, students will be asked to write proposals, respond to case study information, and interact in real time to questions posed by an outside stakeholder. The course will have interactive components where students will prepare information before a mock business meeting and then be presented with new information with which they will have to craft new ideas, solutions, or next steps in real time during that same meeting.

IOP 707 - Attitude Theory, Measurement, and Change

3

This course presents students with information on major attitude theories in the field of I/O psychology. Students will explore the inputs to job satisfaction and employee engagement as well as other work attitudes and examine the impact of these constructs in the workplace. Students will provide recommendations for how to increase job satisfaction and other work attitudes within the parameters laid out by mock organizations. Students will be expected to make recommendations that will create significant and lasting change while also recognizing the need to be fiscally responsible and judicious with resources for our mock organizations.

IOP 711 - Assessment of Individual Differences

3

This course focuses on how professionals engage in psychological testing in organizations with a broad scope of assessments of individuals and groups. Material will cover rationale and best practices for designing or evaluating different assessment models and instruments as well as how to conduct and implement the assessments within a workplace environment. The course will examine differing theoretical models of assessment as well as the ethical and professional issues that surround practice in this space. The course will also cover the use of assessment data to inform programs within organizations such as recruitment, selection, leadership and development, and succession planning.

IOP 712 - Advanced Talent Management and Motivation

3

This course covers the impacts of talent management on individuals and within organizations as well as its impact on organizational culture and metrics. Topics will focus on how to create integrated human capital programs and processes and measure the effectiveness of those integrated designs. The course will also stress the design of talent management philosophies, programs, and measurement techniques that drive employee motivation and business impact. Students will learn how to create organizational competency models and integrate those throughout the talent management framework. The course will heavily emphasize the ways in which talent management programs work within business strategies and frameworks to create a harmonized relationship.

IOP 714 - Advanced Performance Appraisal

3

This course will analyze the impact of common performance management practices as well as new trends and approaches in assessing individual and group performance within organizations. Topics will include assessing organizational factors that support or inhibit effective performance management as well as how to measure the effectiveness of various performance management initiatives. Additionally, the course will cover common feedback models and give students an opportunity to practice giving feedback using different formats and across assorted organizational simulations.

OL 500 - Leadership & Management Philosophies

3

This course explores fundamental leadership and management concepts at the individual, team, and organizational levels. This course will give students the opportunity to explore leadership and followership dynamics, as well as the role it plays in enhancing leadership capabilities and experiences. In addition, there is an emphasis on self-awareness

and on understanding the importance of accountability and responsibility on individual, team, and organizational levels. The course presents a comprehensive, integrative, and practical focus related to leadership theory and management philosophies. Further, the course provides students with the opportunity to apply pertinent theories learned through literature and to enhance personal skill development through self-assessment exercises. Students will develop competitive knowledge, skills, and abilities for operating in today's global organizations.

OL 501 - Organizational Culture & Design

3

This course explores organizational culture at the interface of theory and practice to bring clarity, context, relevance and understanding to the topic. Future leaders will be prepared to use their knowledge as a powerful tool in creating a sustainable high performance organization. This course will also explore the interface of organization design and organizational identity, which will prepare graduates to design systems and processes that influence and respond to culture. Essential challenges to leadership will be explored, such as organizational culture alignment, in an increasingly dynamic climate.

OL 502 - Leading High Impact Teams

3

In this course, students will learn how to lead high performing teams that are collaborative, consistently learning, and able to achieve bottom line results. Specifically, students will learn best practices for composing a team and aligning individual and team goals. This course explores how to establish roles, build structures, and manage decision making so that teams excel. This course will also help students manage conflict and build trust, elements which have a profound impact on team performance. After completing this course, students will have a set of tools and practices that will enable them to effectively set up, run, evaluate, and continuously improve teams within organizations.

OL 503 - Innovation Process

3

Understanding how innovation occurs within and outside of individual organizations is essential for entrepreneurs, policymakers and researchers. Innovation the creation and implementation of a new product, process or service - occurs within complex systems and system characteristics can help or hinder innovation. This course will emphasize the non-linear and complex nature of innovation, preparing students for the uncertainty that accompanies innovation and change initiatives. Theoretical frameworks will be presented from the literature and diverse examples will be presented to illustrate the ways in which organizations may navigate economic and regulatory environments, the impact of socio-economic context and how policy can improve innovation systems.

OL 504 - Leadership Assessment & Feedback Coaching

3

This course introduces students to the principles of individual assessment and their role in leadership development. Frameworks for conceptualizing the assessment process, specific strategies for assessing individual personality, cognitive ability, and workplace relevant behaviors (such as leadership skills, managerial styles, teamwork and other interpersonal skills, etc) will be considered. This course emphasizes strategies for the development of ethical, individually-focused assessment process. Students gain experience in choosing appropriate, valid, and reliable instruments, incorporating non-test assessment strategies (such as interviewing and behavioral analysis) and interpreting and integrating assessment data. Included are considerations for providing feedback coaching and informative assessment reports for coaching clients at each level of the organization.

OL 505 - Entrepreneurship

3

This course introduces students to entrepreneurship and the development of the entrepreneurial mindset. Students will learn about the entrepreneurial process, skills required and the necessary resilience to meet their business goals. This course is designed to help students evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture. Included in a consideration of challenges and rewards of entrepreneurship. Students will also be introduced to socially responsible entrepreneurship and intrapreneurship that will bolster leadership capabilities for founding new organizations and improving existing organizations.

OL 508 - Systems Thinking

3

Complex challenges and issues involve the interplay of a multitude of stakeholders, organizations and institutions. Students will be introduced to systems design, theory and methods to identify and design systemic interventions for social, policy, and business change. This course will prepare students to identify leverage points for intervention; evaluate the cascade effect of decisions and policies throughout a system; and effectively communicate to stakeholders how different elements of a complex challenge interconnect. This course will encourage students to identify and analyze broad questions and consider unintended consequences. While not a data visualization course, students will be encouraged to think visually and map systemic interactions to enhance their analytical abilities.

OL 700 - Contemporary Perspectives in Leadership Theory

3

This course presents a comprehensive, integrative, and practical perspective on contemporary leadership theories that have emerged over the past several decades. Additionally, the course explores how individuals can build their leadership capabilities while acting with authenticity, integrity, and creativity. The course presents an Adlerian perspective on leadership styles and explores Adlerian approaches to democratic leadership. Included is a special consideration of designing one's personal philosophy of leadership. Further, this course firmly distinguishes leadership from management. There is an emphasis on how skills and abilities in leadership and management can be developed and applied by individuals in order to make a difference in organizations, communities, and/or societies. Ultimately, the course is intended to help students become more effective leaders in contexts where they currently serve or in contexts to which they aspire.

OL 701 - Followership

3

The purpose of this course is to move away from leader-centered theory to more integrated theory that includes the leader's relationship with and influence on followers. In doing so, this course will take into account not only those who exercise power, authority, and influence; but also those on whom power, authority, and influence are being exercised. Students will learn about different theories and definitions of followership, various ways followers can be categorized, and how followers often become subtle but influential leaders. Students will explore Adlerian view of organizational dynamics and Adlerian approaches to democratic organizational leadership. This course will help students to understand that the ability to take direction, get behind a plan and be a team player is as important as leadership to the success of an organization. To that end, the best leaders are also effective followers.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 702 - Organizational Culture & Climate

3

This course examines how organizational culture and climate can be bolstered and transformed. Through comprehensive assessment and understanding of an organization's current strengths and weaknesses, leaders can use culture to help attract and retain loyal and committed employees. This, in turn, can strengthen relationships with customers and other partners. This course will analyze the relationship between culture and strategy, seeking alignment between the two. The different kinds of cultures seen in high performing and low performing organizations will be explored in an effort to understand how cultural content affects organizational climate, behavior and business results. By the end of this course, students will gain an appreciation for how culture is learned and internalized based on ceremonies, myths, rituals, and symbols.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 703 - Advanced Leadership Communication Strategies

3

This course presents effective communication as an integral component of leadership strategy. A leader's competence in this area will aid in developing a foundation for designing effective messages, both written and oral, from concept to delivery. This course will allow students to develop a communication model that appropriately leverages the power of diverse audience perspectives while crafting persuasive messaging that will serve as a catalyst for change and innovation. The course incorporates Adlerian leadership principles, including the Adlerian Law of Movement as applied to organizations. In addition, students will be introduced to interactive oral and interpersonal communication skills critical to leaders, including strategies for presenting to a resistant audience, running effective and productive meetings, active listening, and contributing to group decision-making.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 704 - Diversity & Inclusion

3

This course will introduce and advance students' exposure to issues of accessibility, and the full range of human diversity including ability, language, culture, gender and age. The course will engage these different issues, addressing how different viewpoints can impact the interpretation and utility of knowledge. Additionally, this course will focus on how the application of different leadership principles and theories would not be applicable or would have to be changed in order to better engage with stakeholders. Furthermore, knowledge and theories from non-Western and/or critical viewpoints will be explored to challenge assumptions within the traditional organizational leadership and innovation scholarship

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 705 - Leading Innovation

3

This course will explore how innovation involves developing a consensus in multi-stakeholder groups, managing

organizational change or leading the development of an innovative product or service. Innovation requires leadership that has vision, the ability to inspire and empower others, and courageously make strategic decisions. This course also addresses the consequences of various leadership styles that can thwart the innovation process. In addition, students will be encouraged to embrace failure not only as a potential barrier, but as an opportunity to leverage learning for future organizational success.

OL 706 - Analyzing & Interpreting Research

3

The course will allow students to understand the process through which data becomes information, information becomes knowledge, and how knowledge can be exchanged and transferred among different stakeholders. Students will observe how different theoretical lenses, ethical and cultural values, and personal backgrounds can shape the interpretation of data and information. Effective sharing of knowledge will depend on understanding an organization's needs, as well as leadership objectives and concerns. The course will cover cognitive aspects of knowledge creation, the importance of narrative in the interpretation and communication of knowledge, and the importance of different ways of knowledge transfer for different audiences.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 709 - Human Resources Management

3

This course examines everyday issues facing organizations such as attracting, selecting, and maintaining a productive workforce in today's competitive operating environment. Further, other nuances such as training and development, compensation, and employee performance evaluation will be discussed. Students will learn how to make the most effective use of their human capital through the use of human resource management strategy, organizational staffing, total rewards, employee and labor relations, and risk management. Students will also examine the responsibilities of organizational leadership for incorporating human resource issues in strategic planning and initiatives. The operational and administrative roles of human resource management will be emphasized, demonstrating that HR management is an important, complex, and strategic organizational activity that transcends accepting employment applications and keeping records.

OL 710 - Building Agility & Resilience

3

This course will examine the impact of resilient leadership on organizational sustainability. In particular, resilience will be explored on the individual, team and organizational level. Students will learn how to ensure their own health and productivity, as well as increase their accountability and adaptability. Students will also learn how to assist their team(s) with developing these skills and competencies. Doing so, will allow leaders to foster a culture of mindfulness, resilience, and adaptability within their organization. Topics covered will include fundamentals of resilience, the mindset and behaviour of a resilient leader, strategies for building and maintaining resilient teams and organizations, and identifying risks that may impact an organization and its agility/ability to change.

Prerequisites: Student must complete OL-700 prior to registering for this course.

Total Credit Hours Required: 66

**Students who completed the Social Justice Practicum (SJP), Community Service Practicum (CSP), or Community Engagement Project (CEP) as part of a previous Adler University degree program may transfer those credits in.*

Organizational Leadership, (Ph.D.)

Program Overview

The Ph.D. in Organizational Leadership teaches graduates to influence and invigorate organizations around the world as scholars, practitioners, and/or entrepreneurs. Students will have the ability to impact organizational and system transformation, innovation across commercial, public, and social contexts, solution-building for complex social challenges, and socially conscious organizational leadership. Students will develop a strong foundation in the theory and application of various contemporary leadership models, including vertical and horizontal approaches. Students have multiple opportunities to acquire leadership qualities and knowledge of specific practices. Further, students will enhance their ability to critically analyze research and data for the strategic and ethical implementation of organizational or societal initiatives.

The doctoral program focuses on providing students with innovative organizational leadership practices and prepares them to be thought leaders across a wide range of professional settings, including universities, industry and government, the nonprofit sector, and think tanks. Scholar-practitioners conduct high-quality research on organizational leadership and innovation for dissemination to scholarly and other audiences. Doctoral candidates are prepared to teach others in academic and industry-specific settings. Doctoral candidates will engage in service and outreach that enhances scholarship and its public impact. They will also be expected to conduct research with teleological objectives and social purpose.

Program Objectives

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

1. Apply existing and developing contemporary leadership models and/or theories to support organizational effectiveness in a global environment.
2. Implement practical, data-driven research that informs leadership decisions and contributes to the existing body of knowledge.
3. Synthesize new knowledge to inform decision making at operational and strategic levels of an organization.
4. Engage in Knowledge Translation and Exchange using advanced communication skills and awareness of cultural differences in global and domestic business interactions.
5. Analyze problems from a diverse perspective, including critical theory, to evaluate contemporary leadership practices [SRP].
6. Assess the ethical and strategic performance of business entities, taking into account cross-functional environments as they affect ethical decision making in domestic and global organizations.

Minimum Admission Requirements

Applicants to this program are required to have:

- A master's degree, by the date of matriculation, in Organizational Leadership, psychology, business, or a related discipline. Applicants who did not graduate from Adler University's Master of Arts in Organizational Leadership or an equivalent program may be required to complete the equivalency requirements in addition to the doctoral curriculum. See program requisites.
- A cumulative GPA of 3.0 or better (on a 4.0 scale) in their master's degree. Successful applicants typically have a GPA of 3.25 or higher on a 4.0 scale for graduate-level coursework.
- Two letters of recommendation from an individual who can speak to the applicant's likelihood of success in a doctoral program*
- A writing sample (e.g., a publication, report, or an essay or paper previously submitted as an assignment).
- Admissions interview.

*Applicants who are graduates or current students in good standing from Adler University master's degree programs may have one letter of recommendation and/or interview waived.

Program Requisites

Applicants are expected to have adequate coursework in the areas listed below. Applicants who did not graduate from Adler University's Master of Arts in Organizational Leadership, or an equivalent program, will be assessed to determine whether they have adequate coursework in the following master's-level course areas, with a letter grade of B or better.

Course Areas and Equivalent Courses at Adler

- One graduate-level research methods course: Research Methods (INDS 503) or Research Methods in Organizational Psychology (MAOP 546)
- SJP 515 - Social Justice Practicum I Student Practicum Onboarding and Intro to Social Justice
- SJP 505 - Practicum Fieldwork I
- SJP 516 - Social Justice Practicum II Civics, Socialization, and Community Organizing
- SJP 506 - Practicum Fieldwork II
- SJP 517 - Social Justice Practicum III Power and Intersectionality
- SJP 518 - Social Justice Practicum IV Defining & Applying Equity

Provisional Admission Status

Applicants admitted on a provisional basis must submit all outstanding collateral, as defined in their acceptance letter, prior to the end of their first course to achieve full admission status and continue in the program. Applicants not meeting this standard may be dismissed from the University.

Doctoral Qualifying Exams

Doctoral qualifying exams are a key feature of the Ph.D. program and allow students to demonstrate understanding and application of the program material before formally embarking on their dissertation process. Students are eligible to apply to take comprehensive exams after all program coursework has been completed. Doctoral qualifying exams will take place during a predetermined course post-completion of specific core courses. This process not only designates the exact time interactive components of the exam will take place but will act as a review of the student's current course standing and course completion status to ensure the student is eligible to take doctoral qualifying exams at that time.

The content of doctoral qualifying exams is made up of both written responses and a "live" presentation/discussion format.

- **Written component:** Students will receive three prompts and be required to respond in writing to two of the three prompts during the course. Written components will include literature reviews and should incorporate research aligned with the student's dissertation topic. Prompts will be given to students three weeks before responses are due. Replies to the prompts will be due by a specific date and time, and failure to submit responses by the deadline will render the student's submission ineligible. Late deliverables are not accepted for doctoral qualifying exam submissions. Further information on the details needed for the written component will be given after the student receives approval to participate in the doctoral qualifying exams.
- **Presentation component:** After submission of the written component, students will have one week to prepare for and deliver a "live" online meeting to present ideas and recommendations related to one of the written prompts. The live meeting will be interactive, and students will be expected to field questions related to their ideas and recommendations. Further information on the details needed for the presentation component will be given after the student receives approval to participate in the doctoral qualifying exams.

Dissertation

The dissertation is the capstone of the Ph.D. program and showcases a student's research skills, critical thinking, and command of theories and data related to a topic of his or her choosing. Prior to working on the dissertation, students must complete all required coursework and pass the doctoral qualifying exams. To register for dissertation credit hours,

students must be in compliance with the Satisfactory Academic Progress (SAP) Policy. Upon successfully passing the competency exams, students will be assigned to a dissertation chair. The online program director will assign readers who have experience and expertise related to the dissertation topic. These additional committee members, as well as the chair, serve as the formal dissertation committee for the student.

Ushering the dissertation process along is a student-owned process. Students should meet with their dissertation chair to discuss possible dissertation topics and plans for completing the dissertation. Dissertation chairs can provide perspective on research needed, as well as possible measurement strategies. Students should be meeting with the dissertation chair on an agreed-upon schedule. Students should also work with the appointed committee members to understand their expectations on key milestones, drafts to be submitted, and so on.

Students should incorporate feedback given by the dissertation chair and readers on all iterations of the dissertation deliverables. Students will continue to work on the dissertation to refine it and incorporate feedback, until such a point when a decision will be collaboratively made by the student and the dissertation chair that a dissertation defense may be scheduled. A date for presenting the final dissertation will be selected by the dissertation chair and the student. In the dissertation defense, students will present their materials to the committee and demonstrate their ability to discuss research, hypotheses, data, and findings on their selected topic and respond to questions posed by the committee. Dissertation defenses are open to the academic community, and individuals outside of the dissertation committee may be in attendance. Typically, revisions to the dissertation will need to be addressed after the defense. After a student has presented his or her findings during the defense, the committee will make one of the following decisions:

- Student does not pass.
- Student passes with major revisions needed; core analyses and/or theories need to be reworked, the literature review needs to be enhanced, and so on.
- Student passes with minor revisions needed; edits needed are likely cosmetic and could include creating a better reading flow in the document or clarifying points or findings for greater impact.
- Student passes with no revisions needed; the committee determines no revisions are needed.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Satisfactory completion of the Doctoral Qualifying Examination.
4. Satisfactory completion of a doctoral dissertation proposal, dissertation, oral defense, and submission of the final document.
5. A cumulative GPA of 3.0 or higher.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Doctor of Philosophy in Organizational Leadership.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

The program will consist of 66 post-baccalaureate credit hours, which includes requisite, core, elective, thesis/capstone, and practicum requirements.

Requisite Coursework and Social Justice Practicum (may come from M.A. degree) (6 Credits)

** Coursework from any Online Campus MA level program with Program Director approval.*

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must 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 no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

Core Coursework (36 credits)

OL 700 - Contemporary Perspectives in Leadership Theory

3

This course presents a comprehensive, integrative, and practical perspective on contemporary leadership theories that have emerged over the past several decades. Additionally, the course explores how individuals can build their leadership capabilities while acting with authenticity, integrity, and creativity. The course presents an Adlerian perspective on leadership styles and explores Adlerian approaches to democratic leadership. Included is a special consideration of designing one's personal philosophy of leadership. Further, this course firmly distinguishes leadership from management. There is an emphasis on how skills and abilities in leadership and management can be developed and applied by individuals in order to make a difference in organizations, communities, and/or societies. Ultimately, the course is intended to help students become more effective leaders in contexts where they currently serve or in contexts to which they aspire.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

OL 701 - Followership

3

The purpose of this course is to move away from leader-centered theory to more integrated theory that includes the leader's relationship with and influence on followers. In doing so, this course will take into account not only those who exercise power, authority, and influence; but also those on whom power, authority, and influence are being exercised. Students will learn about different theories and definitions of followership, various ways followers can be categorized, and how followers often become subtle but influential leaders. Students will explore Adlerian view of organizational dynamics and Adlerian approaches to democratic organizational leadership. This course will help students to understand that the ability to take direction, get behind a plan and be a team player is as important as leadership to the success of an organization. To that end, the best leaders are also effective followers.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 702 - Organizational Culture & Climate

3

This course examines how organizational culture and climate can be bolstered and transformed. Through comprehensive assessment and understanding of an organization's current strengths and weaknesses, leaders can use culture to help attract and retain loyal and committed employees. This, in turn, can strengthen relationships with customers and other partners. This course will analyze the relationship between culture and strategy, seeking alignment between the two. The different kinds of cultures seen in high performing and low performing organizations will be explored in an effort to understand how cultural content affects organizational climate, behavior and business results. By the end of this course, students will gain an appreciation for how culture is learned and internalized based on ceremonies, myths, rituals, and symbols.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 703 - Advanced Leadership Communication Strategies

3

This course presents effective communication as an integral component of leadership strategy. A leader's competence in this area will aid in developing a foundation for designing effective messages, both written and oral, from concept to delivery. This course will allow students to develop a communication model that appropriately leverages the power of diverse audience perspectives while crafting persuasive messaging that will serve as a catalyst for change and innovation. The course incorporates Adlerian leadership principles, including the Adlerian Law of Movement as applied to organizations. In addition, students will be introduced to interactive oral and interpersonal communication skills critical to leaders, including strategies for presenting to a resistant audience, running effective and productive meetings, active listening, and contributing to group decision-making.

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 704 - Diversity & Inclusion

3

This course will introduce and advance students' exposure to issues of accessibility, and the full range of human diversity including ability, language, culture, gender and age. The course will engage these different issues, addressing how different viewpoints can impact the interpretation and utility of knowledge. Additionally, this course will focus on how the application of different leadership principles and theories would not be applicable or would have to be changed in order to better engage with stakeholders. Furthermore, knowledge and theories from non-Western and/or critical viewpoints will be explored to challenge assumptions within the traditional organizational leadership and innovation scholarship

Prerequisites: Student must complete OL-700 prior to registering for this course.

OL 705 - Leading Innovation

3

This course will explore how innovation involves developing a consensus in multi-stakeholder groups, managing organizational change or leading the development of an innovative product or service. Innovation requires leadership that has vision, the ability to inspire and empower others, and courageously make strategic decisions. This course also addresses the consequences of various leadership styles that can thwart the innovation process. In addition, students will be encouraged to embrace failure not only as a potential barrier, but as an opportunity to leverage learning for future organizational success.

OL 706 - Analyzing & Interpreting Research

3

The course will allow students to understand the process through which data becomes information, information becomes knowledge, and how knowledge can be exchanged and transferred among different stakeholders. Students will observe how different theoretical lenses, ethical and cultural values, and personal backgrounds can shape the interpretation of data and information. Effective sharing of knowledge will depend on understanding an organization's needs, as well as leadership objectives and concerns. The course will cover cognitive aspects of knowledge creation, the importance of narrative in the interpretation and communication of knowledge, and the importance of different ways of knowledge transfer for different audiences.

Prerequisites: Student must complete OL-700 prior to registering for this course.

IOP 708 - Advanced Research Methods and Design I: Qualitative Methods

3

This course focuses on qualitative research methods and provides students with hands-on experience to prepare them for the initial stages of the research process. The course provides in-depth analysis and discussion on various qualitative research methods and design approaches in terms of their pros and potential cons when exploring a variety of research questions. Students will also learn how to collect information relevant to research questions that they have and how to write up summaries to capture important information from reviewed literature. Students will identify a hypothesis they want to explore related to dissertation research interests and build a literature review on a topic of their choosing. This

is the first of two research courses that build upon one another. IOP-709: Advanced Research Methods and Design II should not be taken until IOP-708: Advanced Research Methods and Design I is successfully completed.

IOP 709 - Advanced Research Methods and Design II : Quantitative Methods

3

This course will cover quantitative research designs and provide students with practical experience in activities required to progress through the research process, building on concepts learned in IOP-708: Advanced Research Methods and Design I. Students will learn how to devise experiments to test hypotheses and how to evaluate the effectiveness of those designs. The course will incorporate statistical concepts as students will use various data analysis models to analyze experimental data. Students will use SPSS software to aggregate and analyze data. Throughout the course, students will design a study, collect and analyze data, and present their findings in an APA-style paper.

OL 710 - Building Agility & Resilience

3

This course will examine the impact of resilient leadership on organizational sustainability. In particular, resilience will be explored on the individual, team and organizational level. Students will learn how to ensure their own health and productivity, as well as increase their accountability and adaptability. Students will also learn how to assist their team(s) with developing these skills and competencies. Doing so, will allow leaders to foster a culture of mindfulness, resilience, and adaptability within their organization. Topics covered will include fundamentals of resilience, the mindset and behaviour of a resilient leader, strategies for building and maintaining resilient teams and organizations, and identifying risks that may impact an organization and its agility/ability to change.

Prerequisites: Student must complete OL-700 prior to registering for this course.

IOP 716 - Advanced Group Dynamics

3

This course explores differentiated concepts of interpersonal behavior in small groups. Students will learn about research in the field of group dynamics as well as the applicability of that research to modern organizations. The course will focus on how to enhance the effectiveness of existing small groups and also how to structure small groups based on individual assessment data. Additionally, students will learn about the roles they tend to play in groups themselves to help shape their understanding of their own preferences when operating in a group.

Comprehensive Exam (3 credits)

OL 707 - Comprehensive Exams

3

The purpose of the exams is to assess student's mastery of Organizational Leadership content delivered throughout the program, and to gauge student's readiness for future doctoral work. Evidence of this mastery is required for students to proceed with the dissertation phases of the program.

Prerequisites: Student must complete OL-700 prior to registering for this course.

Dissertation (12 credits)

OL 708 - Doctoral Dissertation

1 - 12

This course provides support and structure to the preparation and completion of the dissertation prospectus. Students will take this course to conduct research on a topic area or idea for the dissertation. This course will consist of the student reviewing the dissertation handbook and meeting with the faculty member serving as the dissertation chair on an agreed upon schedule. The deliverables for this course include: a finalized prospectus including the problem being studied, a bibliography of sources to examine the work that has been done to study the problem in the literature, and an outline for an approach for further research as a first set of milestones; it will also include the final dissertation report/manuscript, and an oral defense of the dissertation in front of an examination committee.

Prerequisites: Student must complete OL-700 prior to registering for this course.

Elective Coursework (9 credits)

MAMP 501 - Operational Psychology

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

This course is a comprehensive study of military ethics, morality, social justice, and is designed to benefit both the student seeking professional leadership development in the reserves or active duty and practitioners who seek to serve them. Topics include the general subjects of just war theory, laws of war, rules of engagement, and international laws governing war and conflict. The objective is to provide the learner with guidance for their behavior in order to act in a socially responsible manner consistent with the international ethical and moral requirements of conflict. The course intends to promote and inspire both discussion and debate on addressing behaviors that uphold the principles of social

justice, and those behaviors that challenge the status quo of organizations which do not adhere to these standards and codes of conduct guiding behavior.

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MIO 509 - Group Dynamics

3

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

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

IOP 702 - Advanced Organizational Theory

3

This advanced course will use the tenets of organizational behavior and organizational theory to explore the factors that most influence successful business decisions and interactions. Insights will be used to address how leaders can understand, act upon, and increasingly strengthen organizational culture, values, ethics, and overall effectiveness. A core focus of the course will be addressing which theories are most appropriate for different business issues and how disparate theories can be harmonized to solve business challenges.

IOP 706 - Advanced Consulting Skills

3

This course focuses on effective consulting by presenting students with common and unique business challenges and exploring possible solutions. Students will be presented with multiple data points on organizational challenges and be asked to find solutions for these challenges with a mock client. Leveraging Block's framework, students will be asked to write proposals, respond to case study information, and interact in real time to questions posed by an outside stakeholder. The course will have interactive components where students will prepare information before a mock business meeting and then be presented with new information with which they will have to craft new ideas, solutions, or next steps in real time during that same meeting.

IOP 712 - Advanced Talent Management and Motivation

3

This course covers the impacts of talent management on individuals and within organizations as well as its impact on organizational culture and metrics. Topics will focus on how to create integrated human capital programs and processes and measure the effectiveness of those integrated designs. The course will also stress the design of talent management philosophies, programs, and measurement techniques that drive employee motivation and business impact. Students

will learn how to create organizational competency models and integrate those throughout the talent management framework. The course will heavily emphasize the ways in which talent management programs work within business strategies and frameworks to create a harmonized relationship.

IOP 714 - Advanced Performance Appraisal

3

This course will analyze the impact of common performance management practices as well as new trends and approaches in assessing individual and group performance within organizations. Topics will include assessing organizational factors that support or inhibit effective performance management as well as how to measure the effectiveness of various performance management initiatives. Additionally, the course will cover common feedback models and give students an opportunity to practice giving feedback using different formats and across assorted organizational simulations.

OL 502 - Leading High Impact Teams

3

In this course, students will learn how to lead high performing teams that are collaborative, consistently learning, and able to achieve bottom line results. Specifically, students will learn best practices for composing a team and aligning individual and team goals. This course explores how to establish roles, build structures, and manage decision making so that teams excel. This course will also help students manage conflict and build trust, elements which have a profound impact on team performance. After completing this course, students will have a set of tools and practices that will enable them to effectively set up, run, evaluate, and continuously improve teams within organizations.

OL 503 - Innovation Process

3

Understanding how innovation occurs within and outside of individual organizations is essential for entrepreneurs, policymakers and researchers. Innovation the creation and implementation of a new product, process or service - occurs within complex systems and system characteristics can help or hinder innovation. This course will emphasize the non-linear and complex nature of innovation, preparing students for the uncertainty that accompanies innovation and change initiatives. Theoretical frameworks will be presented from the literature and diverse examples will be presented to illustrate the ways in which organizations may navigate economic and regulatory environments, the impact of socio-economic context and how policy can improve innovation systems.

OL 504 - Leadership Assessment & Feedback Coaching

3

This course introduces students to the principles of individual assessment and their role in leadership development. Frameworks for conceptualizing the assessment process, specific strategies for assessing individual personality, cognitive ability, and workplace relevant behaviors (such as leadership skills, managerial styles, teamwork and other interpersonal skills, etc) will be considered. This course emphasizes strategies for the development of ethical, individually-focused assessment process. Students gain experience in choosing appropriate, valid, and reliable instruments, incorporating non-test assessment strategies (such as interviewing and behavioral analysis) and interpreting and integrating assessment data. Included are considerations for providing feedback coaching and informative assessment reports for coaching clients at each level of the organization.

OL 505 - Entrepreneurship

3

This course introduces students to entrepreneurship and the development of the entrepreneurial mindset. Students will learn about the entrepreneurial process, skills required and the necessary resilience to meet their business goals. This course is designed to help students evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture. Included in a consideration of challenges and rewards of entrepreneurship. Students will also be introduced to socially responsible entrepreneurship and intrapreneurship that will bolster leadership capabilities for founding new organizations and improving existing organizations.

OL 508 - Systems Thinking

3

Complex challenges and issues involve the interplay of a multitude of stakeholders, organizations and institutions. Students will be introduced to systems design, theory and methods to identify and design systemic interventions for social, policy, and business change. This course will prepare students to identify leverage points for intervention; evaluate the cascade effect of decisions and policies throughout a system; and effectively communicate to stakeholders how different elements of a complex challenge interconnect. This course will encourage students to identify and analyze broad questions and consider unintended consequences. While not a data visualization course, students will be encouraged to think visually and map systemic interactions to enhance their analytical abilities.

OL 709 - Human Resources Management

3

This course examines everyday issues facing organizations such as attracting, selecting, and maintaining a productive workforce in today's competitive operating environment. Further, other nuances such as training and development, compensation, and employee performance evaluation will be discussed. Students will learn how to make the most effective use of their human capital through the use of human resource management strategy, organizational staffing, total rewards, employee and labor relations, and risk management. Students will also examine the responsibilities of organizational leadership for incorporating human resource issues in strategic planning and initiatives. The operational and administrative roles of human resource management will be emphasized, demonstrating that HR management is an important, complex, and strategic organizational activity that transcends accepting employment applications and keeping records.

Total Credit Hours Required: 66

*Students who completed the Social Justice Practicum (SJP), Community Service Practicum (CSP), or Community Engagement Project (CEP) as part of a previous Adler University degree program may transfer those credits in.

Master of Arts

Industrial and Organizational Psychology: Data Science Concentration, (M.A.)

Program Overview

The 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. Students are prepared to be industrial and organizational 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 through intensive online coursework that culminates with a capstone or thesis project. 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. The program is designed to give students the skills to identify and address shared problems, and fosters the development of social responsibility, corporate citizenship, social justice, and respect through evidence-based action. This program does not lead to professional licensure or certification.

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.

Graduation Requirements

1. Satisfactory completion of required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Industrial and Organizational Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.

- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (24 Credits)

MIO 502 - Organizational Theory

3

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

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

Social Justice Practicum (3 Credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This

experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (6 Credits)

(Note: Students electing to complete the Human Resources Management Concentration will take four elective courses: MIO 520; MIO 527; MIO 528; and IOP 701)

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

MIO 527 - Overview of Human Resources Management

3

This course introduces roles and responsibilities within human resource management and explores the design and implementation of effective total rewards programs, recognition strategies, management practices, HR policies, workplace health and safety, initiatives and employee relations approaches. The material in this course will allow learners to identify and evaluate the human resources needs for an organization and design approaches to service those needs using job analysis, empirical data, and pilot studies.

MIO 528 - Risk and Change Management

3

This course covers the internal and external forces that necessitate change in organizations such as technological innovation, competitive pressures, generational preferences and differences, social issues, and political trends. This course covers the impact on employees and organizations when changes are managed proactively as well as reactively. Topics will include the role of leadership in assessing risk of change or lack of change, the process of identifying individuals, systems, policies and procedures impacted by change, and how to measure the impact of change initiatives.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be

needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in

consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 36

Note: Students electing to complete the Human Resources Management concentration will complete two extra 3-credit courses, for a total of 42 credits.

Concentration in Data Science

The Data Science concentration focuses on exploring key concepts and methods in data science. Students will gain knowledge and skills in analyzing data and explore systems involved in data manipulation. Students will utilize data sets to analyze organizational issues and challenges. The fundamentals of statistical testing will be explored. Students will gain skills in data analysis, programming, and data mining.

Concentration Objectives

1. Analyze data science principles and concepts.
2. Examine the fundamental principles of data analysis, programming, and data mining.
3. Apply data analytic methods to solve real world problems with relevance to social justice.

Concentration Course Requirements*

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation.

This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

Industrial and Organizational Psychology: Human Resources Management Concentration, (M.A.)

Program Overview

The 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. Students are prepared to be professionals with the 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.

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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.

Graduation Requirements

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

2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Industrial and Organizational Psychology

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

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All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
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- A formal SJP presentation at the Social Justice Symposium.
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The SJP may not be waived, and life credit is not admissible to meet this requirement.

Degree Requirements

Core Courses (24 Credits)

MIO 502 - Organizational Theory

3

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

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate

statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees

for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

Social Justice Practicum (3 Credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto

any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (6 Credits)

(Note: Students electing to complete the Human Resources Management Concentration will take four elective courses: MIO 520; MIO 527; MIO 528; and IOP 701)

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

MIO 527 - Overview of Human Resources Management

3

This course introduces roles and responsibilities within human resource management and explores the design and implementation of effective total rewards programs, recognition strategies, management practices, HR policies, workplace health and safety, initiatives and employee relations approaches. The material in this course will allow learners to identify and evaluate the human resources needs for an organization and design approaches to service those needs using job analysis, empirical data, and pilot studies.

MIO 528 - Risk and Change Management

3

This course covers the internal and external forces that necessitate change in organizations such as technological innovation, competitive pressures, generational preferences and differences, social issues, and political trends. This course covers the impact on employees and organizations when changes are managed proactively as well as reactively. Topics will include the role of leadership in assessing risk of change or lack of change, the process of identifying individuals, systems, policies and procedures impacted by change, and how to measure the impact of change initiatives.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 42

Note: Students electing to complete the Human Resource Management concentration will complete two extra 3-credit courses for a total of 42 credits.

Concentration in Human Resources Management

The purpose of this concentration is to build competencies necessary for human resources management (HRM) in organizations and prepare learners to develop, lead, and implement all aspects of HRM and project work. This concentration will prepare students to analyze, design, enhance, and execute effective, evidence-based human resources processes, programs, and practices in organizations. With a focus on both academic theory as well as practical application, this certificate allows students to recommend and implement industry best practice solutions backed by decades of psychological research. The courses within this concentration have an additional focus on strategic diversity and inclusion practices across a spectrum of industries to further develop skill in consulting for small, large, and multi-national organizations on important social justice initiatives.

Concentration Objectives

1. Evaluate organizational engagement satisfaction and performance from a human resources perspective.
2. Analyze and design organizational programs addressing total reward practices, labor relations, and HR policy.
3. Identify legally defensible and impactful recruitment and selection practices to bring in talent to drive organizational goals and strategies.
4. Build consultative relationships that allow you to drive change in relation to leadership practices, diversity and inclusion strategies, and organizational social justice initiatives.
5. Recommend people, practices, and programs that support a strategic human resources management model and link to the overall mission and vision of an organization.

Concentration Course Requirements*

Students completing the concentration in Human Resource Management must complete the following three courses for their elective coursework requirements:

*Thesis/Capstone topic must be consistent with concentration.

*The Human Resources Management concentration is aligned with the Society of Human Resource Management (SHRM). These four elective courses will prepare you to sit for SHRM exam after graduation. Please note that taking the SHRM exam is not a graduation requirement.

MIO 527 - Overview of Human Resources Management

3

This course introduces roles and responsibilities within human resource management and explores the design and implementation of effective total rewards programs, recognition strategies, management practices, HR policies, workplace health and safety, initiatives and employee relations approaches. The material in this course will allow learners to identify and evaluate the human resources needs for an organization and design approaches to service those needs using job analysis, empirical data, and pilot studies.

MIO 528 - Risk and Change Management

3

This course covers the internal and external forces that necessitate change in organizations such as technological innovation, competitive pressures, generational preferences and differences, social issues, and political trends. This

course covers the impact on employees and organizations when changes are managed proactively as well as reactively. Topics will include the role of leadership in assessing risk of change or lack of change, the process of identifying individuals, systems, policies and procedures impacted by change, and how to measure the impact of change initiatives.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

Industrial and Organizational Psychology: Training and Development Concentration, (M.A.)

Program Overview

The 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. Students are prepared to be industrial and organizational 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. This is done through intensive online coursework that culminates with a capstone or thesis project. 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. The program is designed to give students the skills to identify and address shared problems, and fosters the development of social responsibility, corporate citizenship, social justice, and respect through evidence-based action. This program does not lead to professional licensure or certification.

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.

Graduation Requirements

1. Satisfactory completion of required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Industrial and Organizational Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (24 Credits)

MIO 502 - Organizational Theory

3

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

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

Effective Spring 2015. Prerequisite: MIO-502. In this course, students are introduced to the function and structure of

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

Social Justice Practicum (3 Credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This

experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (6 Credits)

(Note: Students electing to complete the Human Resources Management Concentration will take four elective courses: MIO 520; MIO 527; MIO 528; and IOP 701).

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

MIO 527 - Overview of Human Resources Management

3

This course introduces roles and responsibilities within human resource management and explores the design and implementation of effective total rewards programs, recognition strategies, management practices, HR policies, workplace health and safety, initiatives and employee relations approaches. The material in this course will allow learners to identify and evaluate the human resources needs for an organization and design approaches to service those needs using job analysis, empirical data, and pilot studies.

MIO 528 - Risk and Change Management

3

This course covers the internal and external forces that necessitate change in organizations such as technological innovation, competitive pressures, generational preferences and differences, social issues, and political trends. This course covers the impact on employees and organizations when changes are managed proactively as well as reactively. Topics will include the role of leadership in assessing risk of change or lack of change, the process of identifying individuals, systems, policies and procedures impacted by change, and how to measure the impact of change initiatives.

IOP 701 - Ethical, Legal, and Professional Issues

3

This course will examine current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology.

Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed.

The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 36

Note: Students electing to complete the Human Resources Management concentration will complete two extra 3-credit courses, for a total of 42 credits.

Concentration in Training and Development

Students will obtain key skills and knowledge in training and employee development. In this concentration, students will explore e-learning methods and how to implement training and development, including needs assessment and training evaluation. Students will gain experience developing training programs that incorporate different training methodologies to improve organizational effectiveness.

Concentration Objectives

1. Explore key theories and concepts in the field of training and development.
2. Apply models and concepts of training to real-world issues with relevance to social justice.
3. Evaluate training methods used in e-learning.

Concentration Course Requirements*

Students completing the emphasis in Training and Development must complete the following two courses for their elective coursework requirements.

*Thesis/Capstone topic must be consistent with concentration.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area

within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

Organizational Leadership, (M.A.)

Program Overview

The Master of Arts in Organizational Leadership program provides students with a theoretical understanding and practical tool set to prepare them to impact the learning capacity of individuals, teams, and organizations. Further, students will be able to access experiential learning opportunities in which to apply theory-informed tools and methods and leadership philosophies to socially responsible practice and applied innovation. This degree will provide pathways for students to become practitioners and/or scholars of organizational leadership and associated research.

Successful completion of the M.A. in Organizational Leadership will prepare students to influence and invigorate organizations around the world as scholars, practitioners, or entrepreneurs. Graduates will have the ability to impact organizational and system transformation, innovate across commercial, public, and social contexts, build solutions for complex social challenges, and translate leadership theories into real-world management and socially responsible practice. Students will develop a strong foundation in the theory and application of various contemporary leadership models, including both vertical and horizontal approaches to leadership. Further, students will enhance their ability to critically analyze research and data for the strategic and ethical implementation of organizational or societal initiatives.

Program Objectives

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

1. Leverage existing research to inform decision making at operational and strategic levels of an organization.
2. Apply learned communication skills and awareness of cultural differences in global and domestic business interactions.
3. Apply contemporary leadership models and/or theories to support organizational effectiveness in a global environment.
4. Analyze problems from a diverse perspective, propose effective solutions, and evaluate the impact of executive decisions.
5. Assess the ethical and strategic performance of business entities, taking into account decision-making processes in domestic and global organizations.
6. Apply leadership and innovation frameworks to identify problem points, mitigate organizational, and system challenges.
7. Evaluate entrepreneurial concepts and business strategies in order to strengthen leadership qualities.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Organizational Leadership.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 credits)

OL 500 - Leadership & Management Philosophies

3

This course explores fundamental leadership and management concepts at the individual, team, and organizational levels. This course will give students the opportunity to explore leadership and followership dynamics, as well as the role it plays in enhancing leadership capabilities and experiences. In addition, there is an emphasis on self-awareness and on understanding the importance of accountability and responsibility on individual, team, and organizational levels. The course presents a comprehensive, integrative, and practical focus related to leadership theory and management philosophies. Further, the course provides students with the opportunity to apply pertinent theories learned through literature and to enhance personal skill development through self-assessment exercises. Students will develop competitive knowledge, skills, and abilities for operating in today's global organizations.

OL 501 - Organizational Culture & Design

3

This course explores organizational culture at the interface of theory and practice to bring clarity, context, relevance and understanding to the topic. Future leaders will be prepared to use their knowledge as a powerful tool in creating a sustainable high performance organization. This course will also explore the interface of organization design and organizational identity, which will prepare graduates to design systems and processes that influence and respond to culture. Essential challenges to leadership will be explored, such as organizational culture alignment, in an increasingly dynamic climate.

OL 502 - Leading High Impact Teams

3

In this course, students will learn how to lead high performing teams that are collaborative, consistently learning, and able to achieve bottom line results. Specifically, students will learn best practices for composing a team and aligning individual and team goals. This course explores how to establish roles, build structures, and manage decision making so that teams excel. This course will also help students manage conflict and build trust, elements which have a profound impact on team performance. After completing this course, students will have a set of tools and practices that will enable them to effectively set up, run, evaluate, and continuously improve teams within organizations.

OL 503 - Innovation Process

3

Understanding how innovation occurs within and outside of individual organizations is essential for entrepreneurs, policymakers and researchers. Innovation the creation and implementation of a new product, process or service - occurs within complex systems and system characteristics can help or hinder innovation. This course will emphasize the non-linear and complex nature of innovation, preparing students for the uncertainty that accompanies innovation and change initiatives. Theoretical frameworks will be presented from the literature and diverse examples will be presented to illustrate the ways in which organizations may navigate economic and regulatory environments, the impact of socio-economic context and how policy can improve innovation systems.

OL 504 - Leadership Assessment & Feedback Coaching

3

This course introduces students to the principles of individual assessment and their role in leadership development. Frameworks for conceptualizing the assessment process, specific strategies for assessing individual personality, cognitive ability, and workplace relevant behaviors (such as leadership skills, managerial styles, teamwork and other interpersonal skills, etc) will be considered. This course emphasizes strategies for the development of ethical, individually-focused assessment process. Students gain experience in choosing appropriate, valid, and reliable instruments, incorporating non-test assessment strategies (such as interviewing and behavioral analysis) and interpreting and integrating assessment data. Included are considerations for providing feedback coaching and informative assessment reports for coaching clients at each level of the organization.

OL 505 - Entrepreneurship

3

This course introduces students to entrepreneurship and the development of the entrepreneurial mindset. Students will learn about the entrepreneurial process, skills required and the necessary resilience to meet their business goals. This course is designed to help students evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture. Included in a consideration of challenges and rewards of entrepreneurship. Students will also be introduced to socially responsible entrepreneurship and intrapreneurship that will bolster leadership capabilities for founding new organizations and improving existing organizations.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity

to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a

formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements

include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Coursework (9 credits)

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

OL 508 - Systems Thinking

3

Complex challenges and issues involve the interplay of a multitude of stakeholders, organizations and institutions. Students will be introduced to systems design, theory and methods to identify and design systemic interventions for social, policy, and business change. This course will prepare students to identify leverage points for intervention; evaluate the cascade effect of decisions and policies throughout a system; and effectively communicate to stakeholders how different elements of a complex challenge interconnect. This course will encourage students to identify and analyze broad questions and consider unintended consequences. While not a data visualization course, students will be encouraged to think visually and map systemic interactions to enhance their analytical abilities.

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace

behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

Thesis or Capstone Courses (3 credits)

OL 506 - Thesis

1 - 3

Course may be taken multiple times for credit. The M.A. Thesis is a student-directed study conducted in consultation with an assigned Chair and Reader in an area of organizational leadership with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process.

or

OL 507 - Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will require students to communicate with a "client" organization during which they will develop the ability to determine and communicate socially responsible

recommendations based on their learnings in organizational leadership. Students will identify with their client a current or emerging business, policy or organizational challenge, and complete an applied research project that demonstrates their mastery of culturally competent engagement as a socially responsible practitioner.

Total Credit Hours Required: 36

Psychology: Child and Adolescent Development Concentration, (M.A.)

Program Overview

The Master of Arts in Psychology is a nonclinical degree program designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The program incorporates Adler University's social justice mission, emphasizing inclusiveness and culturally competent practices that prepare passionate agents of change to meet the ever-evolving needs of dynamic workplace settings and thriving diverse communities. Students will master core competencies in socially responsible practice, applied research, business and community applications, and varied skills for leadership, program management, and global communication.

Experienced faculty members will guide students through a rigorous curriculum that focuses on building academic knowledge and developing professional skills. Students will apply real-world problem solving and develop solutions that apply the principles of applied psychology and demonstrate a commitment to social justice within a wide variety of environments. Students will also complete a thesis or capstone project that will reflect the culmination of their learning and training experiences within the program and will serve to advance their preparation to contribute to the field.

Graduates of this program will use the knowledge they have gained to implement effective solutions, resolve practical problems, improve the experience of individuals and groups, and participate in their field of interest within a diverse global community. Program graduates will be poised to practice and lead within diverse fields and occupations such as business and industry, government and non-governmental organizations, nonprofit systems, public and behavioral healthcare systems, human resource management, sports psychology, addictions, family and domestic violence, veteran's affairs, public safety and emergency management systems, and nonclinical youth and older adult services.

Program Objectives

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

1. Analyze principles and theories that impact individuals, systems, and groups within diverse global communities.
2. Evaluate ethical standards in a variety of environments and social systems as they relate to practical problem solving within the practice of applied psychology.
3. Devise evidence-based qualitative and quantitative research strategies that are responsive to diverse system needs within the field of applied psychology.
4. Advance cultural competence by evaluating dynamic problems of human experience and proposing socially responsible solutions.
5. Provide critical analysis of local and global systems within the professional practice of applied psychology.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.

5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 credits)

PSYC 500 - History & Systems for Applied Psychology

3

This course will focus on the conceptual origins and evolution of modern ideas in applied psychology with an emphasis on historical and contemporary viewpoints that have influenced and shaped accepted models and systems within the field. Students will examine major theories, frameworks, and historical influences in relation to the current practice of applied psychology. This course will include a consideration of the early philosophers and the modern integration of theory and applied research. Students will evaluate the social, cultural, political, and scientific contexts that fostered the origins and development of applied psychology and analyze multifaceted issues related to the development of the discipline.

PSYC 501 - Ethics & Socially Responsible Practice For Applied Psychology

3

This course focuses on establishing and promoting ethical and socially responsible practice within the field of applied psychology. Students will evaluate human rights, welfare, and public health and safety of groups and individuals as these constructs relate to the practice of applied psychology. This course will prepare students to apply socially responsible practice and leadership approaches within a variety of environments and systems. Students will explore

foundations and delivery systems for building effective and ethical organizations, groups, and systems. Students will also apply ethical strategies for problem solving, explore best practice models within social justice focused delivery systems, and evaluate the integration of ethical frameworks in communities and public and private sector systems.

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

PSYC 505 - Diversity & Individual Differences

3

In this course, students will examine the value and nature of diversity and individual differences within groups, communities, and global environments in contemporary society. This course will explore the meaning and dimensions of diversity from an individual and systems perspective and the various contexts of diversity at the individual, group, domestic, organizational, and global level. Concepts such as power, privilege, individual and group identity, age, gender, sexual orientation, culture, race, ethnicity, religion, socioeconomic status, and health and ability status will be examined. This course will emphasize experiential and theoretical learning, including self-reflection and the exploration of personal identity, so that students may develop and apply culturally and socially responsive skills and attitudes within their personal and professional lives. Research, theoretical frameworks, and models for understanding diversity and identity will be presented throughout the course for personal and professional development and students will integrate diverse perspectives into their personal and professional practice as socially responsible practitioners within the field.

PSYC 506 - Adlerian Psychology: Community Applications

3

Adlerian Psychology takes an ecological approach to human functioning, focusing on health and wellness in the interaction between individuals and larger social systems. Dysfunction results from not having a well-developed sense of social interest and connectedness which leads to a misguided notion of place and withdrawal from effective

functioning in work, social relations, and intimacy. This area of psychology is also primarily concerned with strength-based interventions and strategies that encourage collaboration across multiple systems and disciplines. In this course, students will explore the impact of Adlerian principles on quality of life for individuals, communities and systems within diverse global communities. Students in this course will analyze contributions of Adlerian Psychology in a holistic system including social interest/community feeling, belonging, functioning horizontally versus vertically, collaboration, inclusion, shared responsibility, shared commitment, mutual respect, shared ownership and problem solving, and the role of phenomenology in the creation of individual and collective mental models. Students will explore theory and research on community applications of Adlerian Psychology as they address problems related to a range of pervasive social issues that impact the health and welfare of individuals, communities, and systems. This course will also include a consideration of intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism, fundraising, and policy analysis.

PSYC 509 - Cognitive, Affective, and Biological Bases of Behaviors

3

This course explores historical and contemporary research on cognitive, affective, and biological determinants of behavior throughout the lifespan. Students will explore practical applications of research on brain development, emotional experiences, reality, perception, language, behavioral responses, learning, memory, and behavioral health functioning. This course will critically evaluate the impact of cognition, emotion, gender, and biology on self-regulation and well-being and will examine the biopsychosocial determinants of behavior within culture and society and through the context of socially responsible practice within communities.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social

Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 credits)

GSS 520 - Theories of Gender and Sexuality

3

This course provides a survey of foundational, seminal, and emerging theories of gender and sexuality, along with a view of how these theories apply to identity development and societal interactions. Topics covered will include an overview of the spectrum of gender and sexuality studies, and Crenshaw's work on intersectionality. Specific theories may include queer theory, post-modern theory, and social constructionism.

GSS 521 - Social and Cultural Evolution of Gender And Sexuality

3

This course explores social movements, media representations, and the cultural acceptance and exclusion of gender and sexual minorities through a historical lens. The continuous friction between acceptance and exclusionary forces sets the foundation for examining concepts in this course. Milestone movements and counter-movements, groups, and participants will be reviewed for their contributions and impacts within the minority communities and society as a whole. Additionally, the evolving portrayal of gender and sexual minorities in the media, and its effect on the cultural landscape, will be analyzed.

GSS 522 - Social Justice, Gender, Sexuality, and The Law

3

Recognizing the impact of law and policy on the experiences and lives of gender and sexual minorities, this course explores those effects both nationally and globally. This course examines laws and policies related to non-inclusion in equal protection clauses including marriage, housing, employment, and health services for gender and sexual minorities. Students will analyze the human rights of gender and sexual minorities on an international level. This course discusses approaches to social justice and legal support for gender and sexual minorities with a focus on advocacy and activism.

EML 502 - Supporting Functional Needs Populations In Disasters

3

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.

EML 505 - Leading in Times of Crisis

3

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

PSYC 504 - Life Span Development

3

In this course, students explore the stages and transitions of physical, cognitive, emotional, and social development across the life span. The course includes a consideration of cross-cultural, gender, familial, and historical perspectives as they relate to life span development. The course will focus on the interaction and relationships between genetic and environmental influences on human development. Course content areas will include personal and interpersonal growth across the life span, Adlerian birth order and family constellation theory, perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction within a variety of systems. Students will explore the application of the aforementioned concepts to the practice of applied psychology throughout the course.

PSYC 513 - Multicultural Youth Development

3

This course provides an overview of theory and techniques in youth development. The course offers an overview of the various social systems that affect child and adolescent development and well-being. Further, the course will address the natural development of children as they mature over time along with the progressive maturational milestones that young people may experience. Students will also design programs to intentionally enhance, support, and facilitate the optimal development of young people or families. Students will examine development processes as they occur in cross-cultural contexts.

CRIM 501 - Juvenile Justice

3

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 to reducing delinquency and victimization such as mentoring, therapy, and D.A.R.E. will be debated.

HWP 514 - Positive Psychology for Health and Wellness

3

This course explores the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life. The course will include an investigation of experiential understanding of positive interventions. Students will have the opportunity to learn how positive approaches may encourage cognitive emotional and character strengths throughout the life span.

HWP 515 - Mindfulness-Based Approaches to Health And Wellness

3

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.

HWP 516 - Biological Bases for Health and Wellness

3

This course provides an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological well-being. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective. An emphasis will be placed on the influence of attitude, motivation, and choice in maintaining healthy and sustainable lifestyles. Further, this course will offer insight into the individual decision-making process and how using proper self-care supports biological health and wellness. The bio-psycho-social-spiritual model for health and behavioral well-being will be critically examined as it applies to illness management and recovery.

MAMP 500 - Survey of Military Psychology

3

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

MAMP 501 - Operational Psychology

3

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

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

This course is a comprehensive study of military ethics, morality, social justice, and is designed to benefit both the student seeking professional leadership development in the reserves or active duty and practitioners who seek to serve

them. Topics include the general subjects of just war theory, laws of war, rules of engagement, and international laws governing war and conflict. The objective is to provide the learner with guidance for their behavior in order to act in a socially responsible manner consistent with the international ethical and moral requirements of conflict. The course intends to promote and inspire both discussion and debate on addressing behaviors that uphold the principles of social justice, and those behaviors that challenge the status quo of organizations which do not adhere to these standards and codes of conduct guiding behavior.

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

3

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

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MIO 502 - Organizational Theory

3

This course presents a multi-faceted view of organizational theory for the I/O practitioner. Both the history of the field and current issues related to research and practice are explored. The course begins with basic concepts of structure and

systems and moves to exploring relationships in the organizational ecosystem (i.e., amongst leaders, the workforce and key stakeholders). Important organizational factors, such as lifecycle, culture and ethical decision-making, are linked to organizational effectiveness. Special attention is given to applying these concepts to unique organizational challenges via case studies affecting large corporations and not-for profits.

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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.

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete

an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied

psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 36

Concentration in Child and Adolescent Development

This concentration will focus on youth development and how to optimize networks and resources, particularly within traditionally underserved populations. Students will be exposed to models of psychosocial development from key theoretical perspectives and apply these models to diverse social contexts. Students will gain an understanding of unique challenges presented throughout the lifespan and the impact of social, emotional, and educational support. This concentration will focus on the importance of fostering social interest and community connections among children and adolescents.

Concentration Objectives

1. Analyze the effective implementation of advocacy initiatives for healthy youth development
2. Apply theoretical models to evaluate successful developmental milestone acquisition

Concentration Course Requirements*

*Thesis/Capstone topic must be consistent with concentration.

PSYC 504 - Life Span Development

3

In this course, students explore the stages and transitions of physical, cognitive, emotional, and social development across the life span. The course includes a consideration of cross-cultural, gender, familial, and historical perspectives as they relate to life span development. The course will focus on the interaction and relationships between genetic and environmental influences on human development. Course content areas will include personal and interpersonal growth across the life span, Adlerian birth order and family constellation theory, perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction within a variety of systems. Students will explore the application of the aforementioned concepts to the practice of applied psychology throughout the course.

PSYC 513 - Multicultural Youth Development

3

This course provides an overview of theory and techniques in youth development. The course offers an overview of the various social systems that affect child and adolescent development and well-being. Further, the course will address the natural development of children as they mature over time along with the progressive maturational milestones that young people may experience. Students will also design programs to intentionally enhance, support, and facilitate the optimal development of young people or families. Students will examine development processes as they occur in cross-cultural contexts.

CRIM 501 - Juvenile Justice

3

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 to reducing delinquency and victimization such as mentoring, therapy, and D.A.R.E. will be debated.

Psychology: Crisis Management Concentration, (M.A.)

Program Overview

The Master of Arts in Psychology is a nonclinical degree program designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The program incorporates Adler University's social justice mission, emphasizing inclusiveness and culturally competent practices that prepare passionate agents of change to meet the ever-evolving needs of dynamic workplace settings and thriving diverse communities. Students will master core competencies in socially responsible practice, applied research, business and community applications, and varied skills for leadership, program management, and global communication.

Experienced faculty members will guide students through a rigorous curriculum that focuses on building academic knowledge and developing professional skills. Students will apply real-world problem solving and develop solutions that apply the principles of applied psychology and demonstrate a commitment to social justice within a wide variety of environments. Students will also complete a thesis or capstone project that will reflect the culmination of their learning and training experiences within the program and will serve to advance their preparation to contribute to the field.

Graduates of this program will use the knowledge they have gained to implement effective solutions, resolve practical problems, improve the experience of individuals and groups, and participate in their field of interest within a diverse global community. Program graduates will be poised to practice and lead within diverse fields and occupations such as business and industry, government and nongovernmental organizations, nonprofit systems, public and behavioral healthcare systems, human resource management, sports psychology, addictions, family and domestic violence, veterans' affairs, public safety and emergency management systems, and nonclinical youth and older adult services.

Program Objectives

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

1. Analyze principles and theories that impact individuals, systems, and groups within diverse global communities
2. Evaluate ethical standards in a variety of environments and social systems as they relate to practical problem solving within the practice of applied psychology
3. Devise evidence-based qualitative and quantitative research strategies that are responsive to diverse system needs within the field of applied psychology
4. Advance cultural competence by evaluating dynamic problems of human experience and proposing socially responsible solutions
5. Provide critical analysis of local and global systems within the professional practice of applied psychology

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses
2. Satisfactory completion of the Social Justice Practicum
3. Successful completion of Capstone or Thesis
4. A cumulative GPA of 3.0 or higher
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 credits)

PSYC 500 - History & Systems for Applied Psychology

3

This course will focus on the conceptual origins and evolution of modern ideas in applied psychology with an emphasis on historical and contemporary viewpoints that have influenced and shaped accepted models and systems within the field. Students will examine major theories, frameworks, and historical influences in relation to the current practice of applied psychology. This course will include a consideration of the early philosophers and the modern integration of theory and applied research. Students will evaluate the social, cultural, political, and scientific contexts that fostered the origins and development of applied psychology and analyze multifaceted issues related to the development of the discipline.

PSYC 501 - Ethics & Socially Responsible Practice For Applied Psychology

3

This course focuses on establishing and promoting ethical and socially responsible practice within the field of applied psychology. Students will evaluate human rights, welfare, and public health and safety of groups and individuals as these constructs relate to the practice of applied psychology. This course will prepare students to apply socially responsible practice and leadership approaches within a variety of environments and systems. Students will explore foundations and delivery systems for building effective and ethical organizations, groups, and systems. Students will also apply ethical strategies for problem solving, explore best practice models within social justice focused delivery systems, and evaluate the integration of ethical frameworks in communities and public and private sector systems.

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

PSYC 505 - Diversity & Individual Differences

3

In this course, students will examine the value and nature of diversity and individual differences within groups, communities, and global environments in contemporary society. This course will explore the meaning and dimensions of diversity from an individual and systems perspective and the various contexts of diversity at the individual, group, domestic, organizational, and global level. Concepts such as power, privilege, individual and group identity, age, gender, sexual orientation, culture, race, ethnicity, religion, socioeconomic status, and health and ability status will be examined. This course will emphasize experiential and theoretical learning, including self-reflection and the exploration of personal identity, so that students may develop and apply culturally and socially responsive skills and attitudes within their personal and professional lives. Research, theoretical frameworks, and models for understanding diversity and identity will be presented throughout the course for personal and professional development and students will integrate diverse perspectives into their personal and professional practice as socially responsible practitioners within the field.

PSYC 506 - Adlerian Psychology: Community Applications

3

Adlerian Psychology takes an ecological approach to human functioning, focusing on health and wellness in the interaction between individuals and larger social systems. Dysfunction results from not having a well-developed sense of social interest and connectedness which leads to a misguided notion of place and withdrawal from effective functioning in work, social relations, and intimacy. This area of psychology is also primarily concerned with strength-based interventions and strategies that encourage collaboration across multiple systems and disciplines. In this course, students will explore the impact of Adlerian principles on quality of life for individuals, communities and systems within diverse global communities. Students in this course will analyze contributions of Adlerian Psychology in a holistic system including social interest/community feeling, belonging, functioning horizontally versus vertically, collaboration, inclusion, shared responsibility, shared commitment, mutual respect, shared ownership and problem solving, and the role of phenomenology in the creation of individual and collective mental models. Students will explore theory and research on community applications of Adlerian Psychology as they address problems related to a range of pervasive social issues that impact the health and welfare of individuals, communities, and systems. This course will also include a consideration of intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism, fundraising, and policy analysis.

PSYC 509 - Cognitive, Affective, and Biological Bases of Behaviors

3

This course explores historical and contemporary research on cognitive, affective, and biological determinants of behavior throughout the lifespan. Students will explore practical applications of research on brain development, emotional experiences, reality, perception, language, behavioral responses, learning, memory, and behavioral health functioning. This course will critically evaluate the impact of cognition, emotion, gender, and biology on self-regulation and well-being and will examine the biopsychosocial determinants of behavior within culture and society and through the context of socially responsible practice within communities.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto

any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 credits)

GSS 520 - Theories of Gender and Sexuality

3

This course provides a survey of foundational, seminal, and emerging theories of gender and sexuality, along with a view of how these theories apply to identity development and societal interactions. Topics covered will include an overview of the spectrum of gender and sexuality studies, and Crenshaw's work on intersectionality. Specific theories may include queer theory, post-modern theory, and social constructionism.

GSS 521 - Social and Cultural Evolution of Gender And Sexuality

3

This course explores social movements, media representations, and the cultural acceptance and exclusion of gender and sexual minorities through a historical lens. The continuous friction between acceptance and exclusionary forces sets the foundation for examining concepts in this course. Milestone movements and counter-movements, groups, and participants will be reviewed for their contributions and impacts within the minority communities and society as a whole. Additionally, the evolving portrayal of gender and sexual minorities in the media, and its effect on the cultural landscape, will be analyzed.

GSS 522 - Social Justice, Gender, Sexuality, and The Law

3

Recognizing the impact of law and policy on the experiences and lives of gender and sexual minorities, this course explores those effects both nationally and globally. This course examines laws and policies related to non-inclusion in equal protection clauses including marriage, housing, employment, and health services for gender and sexual minorities. Students will analyze the human rights of gender and sexual minorities on an international level. This course discusses approaches to social justice and legal support for gender and sexual minorities with a focus on advocacy and activism.

EML 502 - Supporting Functional Needs Populations In Disasters

3

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.

EML 505 - Leading in Times of Crisis

3

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

PSYC 504 - Life Span Development

3

In this course, students explore the stages and transitions of physical, cognitive, emotional, and social development across the life span. The course includes a consideration of cross-cultural, gender, familial, and historical perspectives as they relate to life span development. The course will focus on the interaction and relationships between genetic and environmental influences on human development. Course content areas will include personal and interpersonal growth across the life span, Adlerian birth order and family constellation theory, perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction within a variety of systems. Students will explore the application of the aforementioned concepts to the practice of applied psychology throughout the course.

PSYC 513 - Multicultural Youth Development

3

This course provides an overview of theory and techniques in youth development. The course offers an overview of the various social systems that affect child and adolescent development and well-being. Further, the course will address the natural development of children as they mature over time along with the progressive maturational milestones that

young people may experience. Students will also design programs to intentionally enhance, support, and facilitate the optimal development of young people or families. Students will examine development processes as they occur in cross-cultural contexts.

CRIM 501 - Juvenile Justice

3

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 to reducing delinquency and victimization such as mentoring, therapy, and D.A.R.E. will be debated.

HWP 514 - Positive Psychology for Health and Wellness

3

This course explores the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life. The course will include an investigation of experiential understanding of positive interventions. Students will have the opportunity to learn how positive approaches may encourage cognitive emotional and character strengths throughout the life span.

HWP 515 - Mindfulness-Based Approaches to Health And Wellness

3

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.

HWP 516 - Biological Bases for Health and Wellness

3

This course provides an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological well-being. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective. An emphasis will be placed on the influence of attitude, motivation, and choice in maintaining healthy and sustainable lifestyles. Further, this course will offer insight into the individual decision-making process and how using proper self-care supports biological health and wellness. The bio-psycho-social-spiritual model for health and behavioral well-being will be critically examined as it applies to illness management and recovery.

MAMP 500 - Survey of Military Psychology

3

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

MAMP 501 - Operational Psychology

3

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

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

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

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

3

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

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MIO 502 - Organizational Theory

3

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

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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.

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate

socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

Total Credit Hours Required: 36

Concentration in Crisis Management

The goal of the Crisis Management Concentration is to educate students on how to respond to, and manage the impact of, natural, accidental, or premeditated disasters and a disaster's effect on communities. Further, there is a special focus on those communities that are at risk and/or marginalized during times of crisis. Students will prepare to serve as effective first responders and recovery specialists who can advocate for healthy and resilient communities in the immediate aftermath of an acute or chronic crisis. Attention is given to the critical period following a crisis where underlying vulnerabilities for psychological distress and other poor health outcomes may be exacerbated. Coursework prepares students to identify and foster psychological resiliency and promote healthy and resilient communities. Students will develop leadership skills that promote growth and development using natural strengths and resources inherently present in communities by way of engaging community leaders and traditionally marginalized and at-risk members of the community using primary, secondary, and tertiary prevention approaches.

Concentration Objectives

1. Apply skills to increase awareness of community crisis management and recovery.
2. Evaluate the effectiveness of current practices in governmental and non-governmental organizations and their responses to communities in crisis.

Concentration Course Requirements*

Students completing the Concentration in Crisis Management must complete the following three courses for their elective coursework requirements.

*Thesis/Capstone topic must be consistent with concentration.

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

EML 502 - Supporting Functional Needs Populations In Disasters

3

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.

EML 505 - Leading in Times of Crisis

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

Psychology: Gender and Sexuality Studies Concentration, (M.A.)

Program Overview

The Master of Arts in Psychology is a nonclinical degree program designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The program incorporates Adler University's social justice mission, emphasizing inclusiveness and culturally competent practices that prepare passionate agents of change to meet the ever-evolving needs of dynamic workplace settings and thriving diverse communities. Students will master core competencies in socially responsible practice, applied research, business and community applications, and varied skills for leadership, program management, and global communication.

Experienced faculty members will guide students through a rigorous curriculum that focuses on building academic knowledge and developing professional skills. Students will apply real-world problem solving and develop solutions that apply the principles of applied psychology and demonstrate a commitment to social justice within a wide variety of environments. Students will also complete a thesis or capstone project that will reflect the culmination of their learning and training experiences within the program and will serve to advance their preparation to contribute to the field.

Graduates of this program will use the knowledge they have gained to implement effective solutions, resolve practical problems, improve the experience of individuals and groups, and participate in their field of interest within a diverse global community. Program graduates will be poised to practice and lead within diverse fields and occupations such as business and industry, government and nongovernmental organizations, nonprofit systems, public and behavioral healthcare systems, human resource management, sports psychology, addictions, family and domestic violence, veterans' affairs, public safety and emergency management systems, and non-clinical youth and older adult services.

Program Objectives

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

1. Analyze principles and theories that impact individuals, systems, and groups within diverse global communities.
2. Evaluate ethical standards in a variety of environments and social systems as they relate to practical problem solving within the practice of applied psychology.
3. Devise evidence-based qualitative and quantitative research strategies that are responsive to diverse system needs within the field of applied psychology.
4. Advance cultural competence by evaluating dynamic problems of human experience and proposing socially responsible solutions.
5. Provide critical analysis of local and global systems within the professional practice of applied psychology.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.

3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 credits)

PSYC 500 - History & Systems for Applied Psychology

3

This course will focus on the conceptual origins and evolution of modern ideas in applied psychology with an emphasis on historical and contemporary viewpoints that have influenced and shaped accepted models and systems within the field. Students will examine major theories, frameworks, and historical influences in relation to the current practice of applied psychology. This course will include a consideration of the early philosophers and the modern integration of theory and applied research. Students will evaluate the social, cultural, political, and scientific contexts that fostered the origins and development of applied psychology and analyze multifaceted issues related to the development of the discipline.

PSYC 501 - Ethics & Socially Responsible Practice For Applied Psychology

3

This course focuses on establishing and promoting ethical and socially responsible practice within the field of applied psychology. Students will evaluate human rights, welfare, and public health and safety of groups and individuals as

these constructs relate to the practice of applied psychology. This course will prepare students to apply socially responsible practice and leadership approaches within a variety of environments and systems. Students will explore foundations and delivery systems for building effective and ethical organizations, groups, and systems. Students will also apply ethical strategies for problem solving, explore best practice models within social justice focused delivery systems, and evaluate the integration of ethical frameworks in communities and public and private sector systems.

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

PSYC 505 - Diversity & Individual Differences

3

In this course, students will examine the value and nature of diversity and individual differences within groups, communities, and global environments in contemporary society. This course will explore the meaning and dimensions of diversity from an individual and systems perspective and the various contexts of diversity at the individual, group, domestic, organizational, and global level. Concepts such as power, privilege, individual and group identity, age, gender, sexual orientation, culture, race, ethnicity, religion, socioeconomic status, and health and ability status will be examined. This course will emphasize experiential and theoretical learning, including self-reflection and the exploration of personal identity, so that students may develop and apply culturally and socially responsive skills and attitudes within their personal and professional lives. Research, theoretical frameworks, and models for understanding diversity and identity will be presented throughout the course for personal and professional development and students will integrate diverse perspectives into their personal and professional practice as socially responsible practitioners within the field.

PSYC 506 - Adlerian Psychology: Community Applications

3

Adlerian Psychology takes an ecological approach to human functioning, focusing on health and wellness in the

interaction between individuals and larger social systems. Dysfunction results from not having a well-developed sense of social interest and connectedness which leads to a misguided notion of place and withdrawal from effective functioning in work, social relations, and intimacy. This area of psychology is also primarily concerned with strength-based interventions and strategies that encourage collaboration across multiple systems and disciplines. In this course, students will explore the impact of Adlerian principles on quality of life for individuals, communities and systems within diverse global communities. Students in this course will analyze contributions of Adlerian Psychology in a holistic system including social interest/community feeling, belonging, functioning horizontally versus vertically, collaboration, inclusion, shared responsibility, shared commitment, mutual respect, shared ownership and problem solving, and the role of phenomenology in the creation of individual and collective mental models. Students will explore theory and research on community applications of Adlerian Psychology as they address problems related to a range of pervasive social issues that impact the health and welfare of individuals, communities, and systems. This course will also include a consideration of intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism, fundraising, and policy analysis.

PSYC 509 - Cognitive, Affective, and Biological Bases of Behaviors

3

This course explores historical and contemporary research on cognitive, affective, and biological determinants of behavior throughout the lifespan. Students will explore practical applications of research on brain development, emotional experiences, reality, perception, language, behavioral responses, learning, memory, and behavioral health functioning. This course will critically evaluate the impact of cognition, emotion, gender, and biology on self-regulation and well-being and will examine the biopsychosocial determinants of behavior within culture and society and through the context of socially responsible practice within communities.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get

acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for

students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 credits)

GSS 520 - Theories of Gender and Sexuality

3

This course provides a survey of foundational, seminal, and emerging theories of gender and sexuality, along with a view of how these theories apply to identity development and societal interactions. Topics covered will include an overview of the spectrum of gender and sexuality studies, and Crenshaw's work on intersectionality. Specific theories may include queer theory, post-modern theory, and social constructionism.

GSS 521 - Social and Cultural Evolution of Gender And Sexuality

3

This course explores social movements, media representations, and the cultural acceptance and exclusion of gender and sexual minorities through a historical lens. The continuous friction between acceptance and exclusionary forces sets the foundation for examining concepts in this course. Milestone movements and counter-movements, groups, and participants will be reviewed for their contributions and impacts within the minority communities and society as a whole. Additionally, the evolving portrayal of gender and sexual minorities in the media, and its effect on the cultural landscape, will be analyzed.

GSS 522 - Social Justice, Gender, Sexuality, and The Law

3

Recognizing the impact of law and policy on the experiences and lives of gender and sexual minorities, this course explores those effects both nationally and globally. This course examines laws and policies related to non-inclusion in equal protection clauses including marriage, housing, employment, and health services for gender and sexual minorities. Students will analyze the human rights of gender and sexual minorities on an international level. This course discusses approaches to social justice and legal support for gender and sexual minorities with a focus on advocacy and activism.

EML 502 - Supporting Functional Needs Populations In Disasters

3

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.

EML 505 - Leading in Times of Crisis

3

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

PSYC 504 - Life Span Development

3

In this course, students explore the stages and transitions of physical, cognitive, emotional, and social development across the life span. The course includes a consideration of cross-cultural, gender, familial, and historical perspectives as they relate to life span development. The course will focus on the interaction and relationships between genetic and environmental influences on human development. Course content areas will include personal and interpersonal growth across the life span, Adlerian birth order and family constellation theory, perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction within a variety of systems. Students will explore the application of the aforementioned concepts to the practice of applied psychology throughout the course.

PSYC 513 - Multicultural Youth Development

3

This course provides an overview of theory and techniques in youth development. The course offers an overview of the various social systems that affect child and adolescent development and well-being. Further, the course will address the natural development of children as they mature over time along with the progressive maturational milestones that young people may experience. Students will also design programs to intentionally enhance, support, and facilitate the optimal development of young people or families. Students will examine development processes as they occur in cross-cultural contexts.

CRIM 501 - Juvenile Justice

3

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 to reducing delinquency and victimization such as mentoring, therapy, and D.A.R.E. will be debated.

HWP 514 - Positive Psychology for Health and Wellness

3

This course explores the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life. The course will include an investigation of experiential understanding of positive interventions. Students will have the opportunity to learn how positive approaches may encourage cognitive emotional and character strengths throughout the life span.

HWP 515 - Mindfulness-Based Approaches to Health And Wellness

3

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.

HWP 516 - Biological Bases for Health and Wellness

3

This course provides an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological well-being. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective. An emphasis will be placed on the influence of attitude, motivation, and choice in maintaining healthy and sustainable lifestyles. Further, this course will offer insight into the individual decision-making process and how using proper self-care supports biological health and wellness. The bio-psycho-social-spiritual model for health and behavioral well-being will be critically examined as it applies to illness management and recovery.

MAMP 500 - Survey of Military Psychology

3

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

MAMP 501 - Operational Psychology

3

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

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

This course is a comprehensive study of military ethics, morality, social justice, and is designed to benefit both the student seeking professional leadership development in the reserves or active duty and practitioners who seek to serve

them. Topics include the general subjects of just war theory, laws of war, rules of engagement, and international laws governing war and conflict. The objective is to provide the learner with guidance for their behavior in order to act in a socially responsible manner consistent with the international ethical and moral requirements of conflict. The course intends to promote and inspire both discussion and debate on addressing behaviors that uphold the principles of social justice, and those behaviors that challenge the status quo of organizations which do not adhere to these standards and codes of conduct guiding behavior.

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

3

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

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MIO 502 - Organizational Theory

3

This course presents a multi-faceted view of organizational theory for the I/O practitioner. Both the history of the field and current issues related to research and practice are explored. The course begins with basic concepts of structure and

systems and moves to exploring relationships in the organizational ecosystem (i.e., amongst leaders, the workforce and key stakeholders). Important organizational factors, such as lifecycle, culture and ethical decision-making, are linked to organizational effectiveness. Special attention is given to applying these concepts to unique organizational challenges via case studies affecting large corporations and not-for profits.

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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.

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete

an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied

psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 36

Concentration in Gender and Sexuality Studies

The Concentration in Gender and Sexuality Studies highlights the significant influence and impact of gender and sexuality within culture and society. This concentration explores how systemic and structural power and inequality impact individuals and groups based on gender and sexuality. This concentration will look closely at issues specific to gender and sexual minorities. Further, it will consider theories of gender, sexuality, and intersectionality, and students will study the influence of media, law, and policy on gender and sexuality and the evolution of these intertwined elements.

Concentration Objectives

1. Analyze experiences, perspectives, and events through the lens of gender and sexuality theories.
2. Articulate the impact of cultural and societal influences on gender and sexual minorities.

Concentration Course Requirements*

Students completing the Concentration in Gender and Sexuality Studies must complete the following three courses for their Elective Coursework requirements:

*Thesis/Capstone topic must be consistent with concentration.

GSS 520 - Theories of Gender and Sexuality

3

This course provides a survey of foundational, seminal, and emerging theories of gender and sexuality, along with a view of how these theories apply to identity development and societal interactions. Topics covered will include an overview of the spectrum of gender and sexuality studies, and Crenshaw's work on intersectionality. Specific theories may include queer theory, post-modern theory, and social constructionism.

GSS 521 - Social and Cultural Evolution of Gender And Sexuality

3

This course explores social movements, media representations, and the cultural acceptance and exclusion of gender and sexual minorities through a historical lens. The continuous friction between acceptance and exclusionary forces sets the foundation for examining concepts in this course. Milestone movements and counter-movements, groups, and participants will be reviewed for their contributions and impacts within the minority communities and society as a whole. Additionally, the evolving portrayal of gender and sexual minorities in the media, and its effect on the cultural landscape, will be analyzed.

GSS 522 - Social Justice, Gender, Sexuality, and The Law

3

Recognizing the impact of law and policy on the experiences and lives of gender and sexual minorities, this course explores those effects both nationally and globally. This course examines laws and policies related to non-inclusion in equal protection clauses including marriage, housing, employment, and health services for gender and sexual minorities. Students will analyze the human rights of gender and sexual minorities on an international level. This course discusses approaches to social justice and legal support for gender and sexual minorities with a focus on advocacy and activism.

Psychology: Health and Wellness Concentration, (M.A.)

Program Overview

The Master of Arts in Psychology is a nonclinical degree program designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The program incorporates Adler University's social justice mission, emphasizing inclusiveness and culturally competent practices that prepare passionate agents of change to meet the ever-evolving needs of dynamic workplace settings and thriving diverse communities. Students will master core competencies in socially responsible practice, applied research, business and community applications, and varied skills for leadership, program management, and global communication.

Experienced faculty members will guide students through a rigorous curriculum that focuses on building academic knowledge and developing professional skills. Students will apply real-world problem solving and develop solutions that apply the principles of applied psychology and demonstrate a commitment to social justice within a wide variety of environments. Students will also complete a thesis or capstone project that will reflect the culmination of their learning and training experiences within the program and will serve to advance their preparation to contribute to the field.

Graduates of this program will use the knowledge they have gained to implement effective solutions, resolve practical problems, improve the experience of individuals and groups, and participate in their field of interest within a diverse global community. Program graduates will be poised to practice and lead within diverse fields and occupations such as business and industry, government and nongovernmental organizations, nonprofit systems, public and behavioral healthcare systems, human resource management, sports psychology, addictions, family and domestic violence, veteran's affairs, public safety and emergency management systems, and nonclinical youth and older adult services.

Program Objectives

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

1. Analyze principles and theories that impact individuals, systems, and groups within diverse global communities.
2. Evaluate ethical standards in a variety of environments and social systems as they relate to practical problem solving within the practice of applied psychology.
3. Devise evidence-based qualitative and quantitative research strategies that are responsive to diverse system needs within the field of applied psychology.
4. Advance cultural competence by evaluating dynamic problems of human experience and proposing socially responsible solutions.
5. Provide critical analysis of local and global systems within the professional practice of applied psychology.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.

3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 credits)

PSYC 500 - History & Systems for Applied Psychology

3

This course will focus on the conceptual origins and evolution of modern ideas in applied psychology with an emphasis on historical and contemporary viewpoints that have influenced and shaped accepted models and systems within the field. Students will examine major theories, frameworks, and historical influences in relation to the current practice of applied psychology. This course will include a consideration of the early philosophers and the modern integration of theory and applied research. Students will evaluate the social, cultural, political, and scientific contexts that fostered the origins and development of applied psychology and analyze multifaceted issues related to the development of the discipline.

PSYC 501 - Ethics & Socially Responsible Practice For Applied Psychology

3

This course focuses on establishing and promoting ethical and socially responsible practice within the field of applied psychology. Students will evaluate human rights, welfare, and public health and safety of groups and individuals as

these constructs relate to the practice of applied psychology. This course will prepare students to apply socially responsible practice and leadership approaches within a variety of environments and systems. Students will explore foundations and delivery systems for building effective and ethical organizations, groups, and systems. Students will also apply ethical strategies for problem solving, explore best practice models within social justice focused delivery systems, and evaluate the integration of ethical frameworks in communities and public and private sector systems.

INDS 502 - Statistics

3

This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

Prerequisites: Student must complete PSYC-500 or MIO-502 or MAMP-500 prior to registering for this course.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

PSYC 505 - Diversity & Individual Differences

3

In this course, students will examine the value and nature of diversity and individual differences within groups, communities, and global environments in contemporary society. This course will explore the meaning and dimensions of diversity from an individual and systems perspective and the various contexts of diversity at the individual, group, domestic, organizational, and global level. Concepts such as power, privilege, individual and group identity, age, gender, sexual orientation, culture, race, ethnicity, religion, socioeconomic status, and health and ability status will be examined. This course will emphasize experiential and theoretical learning, including self-reflection and the exploration of personal identity, so that students may develop and apply culturally and socially responsive skills and attitudes within their personal and professional lives. Research, theoretical frameworks, and models for understanding diversity and identity will be presented throughout the course for personal and professional development and students will integrate diverse perspectives into their personal and professional practice as socially responsible practitioners within the field.

PSYC 506 - Adlerian Psychology: Community Applications

3

Adlerian Psychology takes an ecological approach to human functioning, focusing on health and wellness in the

interaction between individuals and larger social systems. Dysfunction results from not having a well-developed sense of social interest and connectedness which leads to a misguided notion of place and withdrawal from effective functioning in work, social relations, and intimacy. This area of psychology is also primarily concerned with strength-based interventions and strategies that encourage collaboration across multiple systems and disciplines. In this course, students will explore the impact of Adlerian principles on quality of life for individuals, communities and systems within diverse global communities. Students in this course will analyze contributions of Adlerian Psychology in a holistic system including social interest/community feeling, belonging, functioning horizontally versus vertically, collaboration, inclusion, shared responsibility, shared commitment, mutual respect, shared ownership and problem solving, and the role of phenomenology in the creation of individual and collective mental models. Students will explore theory and research on community applications of Adlerian Psychology as they address problems related to a range of pervasive social issues that impact the health and welfare of individuals, communities, and systems. This course will also include a consideration of intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism, fundraising, and policy analysis.

PSYC 509 - Cognitive, Affective, and Biological Bases of Behaviors

3

This course explores historical and contemporary research on cognitive, affective, and biological determinants of behavior throughout the lifespan. Students will explore practical applications of research on brain development, emotional experiences, reality, perception, language, behavioral responses, learning, memory, and behavioral health functioning. This course will critically evaluate the impact of cognition, emotion, gender, and biology on self-regulation and well-being and will examine the biopsychosocial determinants of behavior within culture and society and through the context of socially responsible practice within communities.

Social Justice Practicum (3 credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get

acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for

students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 credits)

GSS 520 - Theories of Gender and Sexuality

3

This course provides a survey of foundational, seminal, and emerging theories of gender and sexuality, along with a view of how these theories apply to identity development and societal interactions. Topics covered will include an overview of the spectrum of gender and sexuality studies, and Crenshaw's work on intersectionality. Specific theories may include queer theory, post-modern theory, and social constructionism.

GSS 521 - Social and Cultural Evolution of Gender And Sexuality

3

This course explores social movements, media representations, and the cultural acceptance and exclusion of gender and sexual minorities through a historical lens. The continuous friction between acceptance and exclusionary forces sets the foundation for examining concepts in this course. Milestone movements and counter-movements, groups, and participants will be reviewed for their contributions and impacts within the minority communities and society as a whole. Additionally, the evolving portrayal of gender and sexual minorities in the media, and its effect on the cultural landscape, will be analyzed.

GSS 522 - Social Justice, Gender, Sexuality, and The Law

3

Recognizing the impact of law and policy on the experiences and lives of gender and sexual minorities, this course explores those effects both nationally and globally. This course examines laws and policies related to non-inclusion in equal protection clauses including marriage, housing, employment, and health services for gender and sexual minorities. Students will analyze the human rights of gender and sexual minorities on an international level. This course discusses approaches to social justice and legal support for gender and sexual minorities with a focus on advocacy and activism.

EML 502 - Supporting Functional Needs Populations In Disasters

3

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.

EML 505 - Leading in Times of Crisis

3

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

PSYC 504 - Life Span Development

3

In this course, students explore the stages and transitions of physical, cognitive, emotional, and social development across the life span. The course includes a consideration of cross-cultural, gender, familial, and historical perspectives as they relate to life span development. The course will focus on the interaction and relationships between genetic and environmental influences on human development. Course content areas will include personal and interpersonal growth across the life span, Adlerian birth order and family constellation theory, perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction within a variety of systems. Students will explore the application of the aforementioned concepts to the practice of applied psychology throughout the course.

PSYC 513 - Multicultural Youth Development

3

This course provides an overview of theory and techniques in youth development. The course offers an overview of the various social systems that affect child and adolescent development and well-being. Further, the course will address the natural development of children as they mature over time along with the progressive maturational milestones that young people may experience. Students will also design programs to intentionally enhance, support, and facilitate the optimal development of young people or families. Students will examine development processes as they occur in cross-cultural contexts.

CRIM 501 - Juvenile Justice

3

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 to reducing delinquency and victimization such as mentoring, therapy, and D.A.R.E. will be debated.

HWP 514 - Positive Psychology for Health and Wellness

3

This course explores the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life. The course will include an investigation of experiential understanding of positive interventions. Students will have the opportunity to learn how positive approaches may encourage cognitive emotional and character strengths throughout the life span.

HWP 515 - Mindfulness-Based Approaches to Health And Wellness

3

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.

HWP 516 - Biological Bases for Health and Wellness

3

This course provides an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological well-being. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective. An emphasis will be placed on the influence of attitude, motivation, and choice in maintaining healthy and sustainable lifestyles. Further, this course will offer insight into the individual decision-making process and how using proper self-care supports biological health and wellness. The bio-psycho-social-spiritual model for health and behavioral well-being will be critically examined as it applies to illness management and recovery.

MAMP 500 - Survey of Military Psychology

3

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

MAMP 501 - Operational Psychology

3

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

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

This course is a comprehensive study of military ethics, morality, social justice, and is designed to benefit both the student seeking professional leadership development in the reserves or active duty and practitioners who seek to serve

them. Topics include the general subjects of just war theory, laws of war, rules of engagement, and international laws governing war and conflict. The objective is to provide the learner with guidance for their behavior in order to act in a socially responsible manner consistent with the international ethical and moral requirements of conflict. The course intends to promote and inspire both discussion and debate on addressing behaviors that uphold the principles of social justice, and those behaviors that challenge the status quo of organizations which do not adhere to these standards and codes of conduct guiding behavior.

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

3

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

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MIO 502 - Organizational Theory

3

This course presents a multi-faceted view of organizational theory for the I/O practitioner. Both the history of the field and current issues related to research and practice are explored. The course begins with basic concepts of structure and

systems and moves to exploring relationships in the organizational ecosystem (i.e., amongst leaders, the workforce and key stakeholders). Important organizational factors, such as lifecycle, culture and ethical decision-making, are linked to organizational effectiveness. Special attention is given to applying these concepts to unique organizational challenges via case studies affecting large corporations and not-for profits.

MIO 504 - Organizational Development and Change

3

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.

Prerequisites: Students must complete MIO-502 prior to registering for this course.

MIO 509 - Group Dynamics

3

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

MIO 512 - Talent Selection and Recruitment

3

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. The course 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 and personality testing, and multi-competency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as it relates to employee selection.

MIO 517 - Talent Management

3

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.

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

MIO 524 - Training Theory

3

The course provides students with a thorough understanding of the role of a training and development practitioner. Students will be provided with an analysis of current best practices as they relate to adult learning, instructional design/strategy, and program evaluation. This course provides practical opportunities 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 in addressing strategic organizational needs and individual employee development needs.

MIO 520 - Workplace Measurement & Performance Management

3

In this course, students learn about the various strategies to assess, understand and improve upon measurable workplace behaviors, attitudes, and topics. Students will 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 rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

MIO 523 - Coaching and Consulting

3

This course presents students with diverse strategies with relevance to the fields of coaching and consulting. Evidence-based coaching methods will be applied in a variety of contexts. The role of culture will be explored in terms of its impact on coaching engagements and ethical and legal behavior of I/O practitioners. Consulting skills will be examined in terms of the impact of phase in consulting engagements. Career considerations for coaching and consulting will be explored.

MIO 521 - Employee Development

3

This course provides students with an overview of key theories of and strategies for employee development and training. An analysis of current best practices in training and development will be explored, including adult learning theory, instructional design/ strategy, and program evaluation. This course provides practical opportunities for students to design their own employee training and development program. Students will evaluate different instructional methods that are used to develop employees. Students are presented with a big-picture perspective by evaluating the value of employee development to remedy organizational inefficiencies and to meet individual employee needs and strategic organizational needs.

MIO 525 - E-Learning

3

In this course, students will explore concepts, methods and theories surrounding e-learning. E-learning is a large area within training and development that explores principles of training and development in a virtual environment. Students will examine e-learning in present day and explore the future of e-learning. Ethical, cultural, and global factors will be examined in terms of their impact on e-learning. Students will apply e-learning methods within global organizations.

MIO 522 - Data Science

3

The course will provide students with an overview of key concepts and skills in the field of data science. Emphasis will be placed on the use of data for socially responsible decision making. Course concepts for examination include the identification of problems, effective communication using data, inference, visualization, analysis and model evaluation. This course will provide students with an understanding of the applications of systems theory. Students will examine the entire data science life-cycle.

MIO 526 - Data Analytics for Programming

3

This course will examine the role of data analytics in different organizational settings. The mechanisms of data analytics for programming will be explored along with tools and methods used for programming. Students will focus on learning the skills and methods needed to transform data into actionable information that is applied when analyzing organizational problems and making strategic organizational decisions. Students will be provided with an overview of SAS, including the DATA and PROC steps. Introductory programming using R will also be covered. Students will be provided with introductory programming using R.

Prerequisites: Student must complete MIO-522 prior to registering for this course.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete

an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

PSYC 553 - Thesis Maintenance

0

This course represents the maintenance thesis phase taken after PSYC-552. This course will only be taken if needed. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied

psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete PSYC-512 PSYC-551 and PSYC-552 prior to registering for this course.

Total Credit Hours Required: 36

Concentration in Health and Wellness

Students will learn how to maximize the potential resources within diverse individuals and complex social groups. A focus will be placed on analyzing social systems and structures necessary to strengthen community well-being and enhance individual integrity. Further, health promotion and health communities will be situated within the biopsychosocial model of human growth and development to explore the extent to which contextual factors may influence healthy and sustainable lifestyle change. Illness management and recovery will be conceptualized from an evidence-based perspective while specifically attending to positive psychology theory and effective practice.

Concentration Objectives

1. Advocate for health promotion and increased awareness of the impact of social and cultural values on individual health and wellness.
2. Evaluate responses to challenges associated with interpersonal and group dynamics as they relate to healthy communities and the field of health psychology.

Concentration Course Requirements*

Students completing the Emphasis in Health and Wellness must complete the following three courses for their elective coursework requirements.

*Thesis/Capstone topic must be consistent with concentration.

HWP 514 - Positive Psychology for Health and Wellness

3

This course explores the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life. The course will include an investigation of experiential understanding of positive interventions. Students will have the opportunity to learn how positive approaches may encourage cognitive emotional and character strengths throughout the life span.

HWP 515 - Mindfulness-Based Approaches to Health And Wellness

3

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.

HWP 516 - Biological Bases for Health and Wellness

3

This course provides an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological well-being. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective. An emphasis will be placed on the influence of attitude, motivation, and choice in maintaining healthy and sustainable lifestyles. Further, this course will offer insight into the individual decision-making process and how using proper self-care supports biological health and wellness. The bio-psycho-social-spiritual model for health and behavioral well-being will be critically examined as it applies to illness management and recovery.

Psychology: Specialization in Military Psychology

Program Overview

The Master of Arts in Psychology: Specialization in Military Psychology educates students in the discipline of military psychology to be socially responsible graduates who engage both the military and civilian community and promote social justice nationally and globally. This discipline involves the systematic and scientific study of the selection, training, adaptation, and performance of soldiers. It focuses on how the military interacts with larger social, organizational, cultural, and technological systems. Military psychology, by necessity, is a heterogeneous field of inquiry. It must draw on all sub-disciplines of psychology to understand the variables that affect military performance. Military psychology includes the contributions of clinical, experimental, social, industrial/organizational, and engineering psychology. Military psychology is united by a shared interest in advancing knowledge and application of psychological science toward a specific population, 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 serve 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 of national security, military defense, and global policy to ensure real-world solutions and measurable results. This program does not lead to professional licensure or certification.

Program Objectives

1. Evaluate the unique psychosocial needs of those who are serving, or have served, and their families.
2. Analyze military culture, its structures and systems, and their impact, thereby developing military cultural competence.
3. Apply psychological principles and theory to the military environment.
4. Create institutional change by being able to work collaboratively with others to foster social justice.
5. Evaluate the effectiveness of operational psychology within the military for unit cohesion, psychological operations, human terrain intelligence, military intelligence, and the promotion of behavioral health and welfare.
6. Determine and manage the psychological consequences of the continuum of conflict.

Graduation Requirements

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

2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology: Specialization in Military Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 Credits)

MAMP 500 - Survey of Military Psychology

3

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

MAMP 501 - Operational Psychology

3

This course provides students with the opportunity to integrate socially responsible strategies with operational psychology in military environments. By focusing on the use of human factors in various military settings, students

learn how to support and promote the behavioral health and welfare of service members and families, performance of individuals and teams, and success in military operations. As they relate to social justice, pre and post deployment psychological strategies will also be explored and an orientation to areas such as psychological operation (PSYOPS), human terrain psychology, and the psychology of intelligence will be provided.

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

This course is a comprehensive study of military ethics, morality, social justice, and is designed to benefit both the student seeking professional leadership development in the reserves or active duty and practitioners who seek to serve

them. Topics include the general subjects of just war theory, laws of war, rules of engagement, and international laws governing war and conflict. The objective is to provide the learner with guidance for their behavior in order to act in a socially responsible manner consistent with the international ethical and moral requirements of conflict. The course intends to promote and inspire both discussion and debate on addressing behaviors that uphold the principles of social justice, and those behaviors that challenge the status quo of organizations which do not adhere to these standards and codes of conduct guiding behavior.

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

3

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

Social Justice Practicum (3 Credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 Credits)

MAMP 506 - Psychological Resilience and Positive Psychology

3

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

MAMP 508 - Culture & Diversity Military

3

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

MAMP 513 - Continuum of Care for the Military, Veterans, and Their Families

3

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. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs healthcare systems. 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). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

MAMP 532 - Psychology of Terrorism

3

This course will introduce the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current foreign and domestic policies. Different types of terrorist organizations will be examined based on various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how governments can work to limit its effects. Students will choose relevant topics for original research and will present information in small group presentations and a research paper. Course Objectives: 1. Identify and define the elements of the psychology of terrorism. 2. Evaluate the psychological, social, physical and spiritual impact of terrorism. 3. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 4. Analyze the impact of terrorism on affected populations both military and civilian. 5. Summarize the integration of social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 533 - Psychological Consequence Management

3

The purpose of this course is to educate the behavioral health professional in the mental health disaster response crisis counseling program model. This model differs significantly from the traditional mental health model. The behavioral health disaster response crisis counseling model is a specialized approach which requires distinct training. The skills, knowledge, and attitudes required for behavioral health disaster response and recovery crisis counseling are quite different from those needed in traditional clinical settings. This course will introduce the student to the behavioral health disaster response crisis counseling program model, the scope and limits of the program, and the elements required for effective service system design, and the delivery of those services in an all-hazards disaster environment. Course Objectives: 1. Define the bio-psycho-social-spiritual aspects of a disaster and terrorism and the impact on affected populations. 2. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 3. Summarize the integration of social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 534 - Biodefense Security

3

This course will provide an introduction to the ongoing efforts to implement U.S. biodefense preparedness. The range of premeditated and natural biological threats will be examined along with the surveillance systems designed to detect a

chemical, biological, radiological or nuclear (CBRN) event. The role and capabilities of the World Health Organization (WHO), Center for Disease Control (CDC), and defense support to civil authorities. Also examined are the public health system, public safety, law enforcement, and the health care delivery system in biodefense. Responses and countermeasures to protect the country include legislation of health powers for dealing with public health emergencies and the Strategic National Stockpile (SNS) and SNS distribution plan. The consequence management of a CBRN event and coordination under the National Response Plan is covered. Course Objectives: 1. Know the current biodefense public health structure at the international, national, state and local level. 2. Understand the continuum of CBRN and natural biological threats that the world faces today. 3. Evaluate the public health systems ability to respond to a CBRN event. 4. Summarize the evolution of Biodefense capability within the Department of Homeland Security. 5. Assess and critique Biodefense policy, law, and current level of U.S. Biodefense preparedness. 6. Explain how Biodefense fits into the National Response Plan (NRP). 7. Describe military support to civilian authorities for Biodefense.

OSAC 500 - Survey of Substance Abuse

3

This course introduces substance use and the treatment of substance use disorders. Assessment of substance use disorders and current treatment models for substance use, misuse, abuse, dependence, addiction, and concurrent disorders are reviewed. Information about pharmacological, physiological, and medical aspects of substance use, dependence, and addictions, as well as 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. Current and past laws and public policies along with the role of the criminal justice system is examined. Each of these areas include a focus on the historical context of substance use, along with consideration of current diversity, inclusion, and social justice issues related to substance use and regulation.

OSAC 502 - Bio-Psycho-Social-Spiritual Aspects of Substance Abuse

3

Biological, neurological, and cognitive neuroscientific aspects of substance use are covered in the context of social, interpersonal, sociocultural, family, community, economic, and environmental dynamics. The psychological aspects of substance use are also addressed in relation to the aforementioned contexts, as well as psycho-spiritual and spiritual perspectives. Clinical research on all of the above topics is addressed with the intent of outlining effective treatment modalities that take all of these myriad domains into account. In addition, marginalized populations, such as people of color, LGBTQ groups, people with disabilities, economically depressed persons, veterans, HIV-positive clients, immigrants, women, and adolescents, are studied in the context of substance use.

OSAC 503 - Advanced Addictions Treatment

3

This course advances and deepens the degree of understanding of theoretical models and research related to substance use counseling. The areas of application include substance use behaviors, alcohol and drug use, etiology of problem substance use, and dual diagnosis and comorbidity. Treatment approaches such as motivational interviewing, the stages of change model, and the precursors model of change will be discussed. Students will also examine established evidence-based treatment approaches, strategies, and techniques from cognitive, behavioral, existential, Adlerian, and Rogerian therapy. In addition, advanced applications of group and family systems treatments are included in the course. Detailed study of relapse prevention and treatment are provided. Twelve-step approaches are also discussed in detail including their efficacy. Ethical and multicultural issues in substance use counseling and in supervision and training of substance use counselors will also be addressed.

Thesis (3 Credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the

thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

Total Credit Hours Required: 36

Psychology: Specialization in Military Psychology: Terrorism Concentration, (M.A.)

Program Overview

The Master of Arts in Psychology: Specialization in Military Psychology educates students in the discipline of military psychology to be socially responsible graduates who engage both the military and civilian community and promote social justice nationally and globally. This discipline involves the systematic and scientific study of the selection, training, adaptation, and performance of soldiers. It focuses on how the military interacts with larger social, organizational, cultural, and technological systems. Military psychology by necessity is a heterogeneous field of inquiry. It must draw on all sub-disciplines of psychology to understand the variables that affect military performance. Military psychology includes the contributions of clinical, experimental, social, industrial/organizational, and engineering psychology. Military psychology is united by a shared interest in advancing knowledge and application of psychological science toward a specific population, 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 serve 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 of national security, military defense, and global policy to ensure real-world solutions and measurable results. This program does not lead to professional licensure or certification.

Program Objectives

1. Evaluate the unique psychosocial needs of those who are serving, or have served, and their families.
2. Analyze military culture, its structures and systems, and their impact, thereby developing military cultural competence.
3. Apply psychological principles and theory to the military environment.
4. Create institutional change by being able to work collaboratively with others to foster social justice.
5. Evaluate the effectiveness of operational psychology within the military for unit cohesion, psychological operations, human terrain intelligence, military intelligence, and the promotion of behavioral health and welfare.
6. Determine and manage the psychological consequences of the continuum of conflict.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Social Justice Practicum.
3. Successful completion of capstone or thesis.
4. A cumulative GPA of 3.0 or higher.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology: Specialization in Military Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a nonclinical and non-discipline-specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their strengths and responsibility to contribute to social equity.

The SJP unites the academic institution and larger communities and is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline-specific training, respective of the program in which they are enrolled. SJP requirements include:

- Completion of a minimum of 200 hours at an approved SJP site.
- Completion of online modules.
- A formal SJP presentation at the Social Justice Symposium.
- Students must 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.

Degree Requirements

Core Courses (21 Credits)

MAMP 500 - Survey of Military Psychology

3

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

MAMP 501 - Operational Psychology

3

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

MAMP 502 - Mental Health Law & the Uniform Code of Military Justice (UCMJ)

3

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

MAMP 503 - The Psychology of Conflict & Operations Other Than War

3

This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global policies. Different types of terrorist organizations will be examined based on, various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

INDS 503 - Research Methods

3

This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide recommendations for improvement within a variety of settings. This course also serves as the foundation for the Capstone Project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their Capstone Project topic and begin their research as a part of this course. To support completion of the required Capstone Project, faculty advising will be provided within the course.

MAMP 504 - Ethics, Morality, & Social Justice in Military

3

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

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

3

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

Social Justice Practicum (3 Credits)

SJP 515 - Social Justice Practicum I

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

SJP 505 - Social Justice Practicum Field Work I

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to get acclimated to their practicum and begin accumulating hours. It is expected that students begin to plan their practicum project and tasks, develop a schedule and timeline with their supervisors, and cultivate their roles.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 506 - Social Justice Practicum Field Work II

0.5

This practicum field work course focuses on the student practicum experience. Students will utilize this course to

continue to get acclimated to their practicum and accumulate hours. It is expected that students are executing their plans, practicum projects and tasks, maintain a schedule and timeline with their supervisors, and continue to cultivate their roles.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 516 - Social Justice Practicum II

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-515 prior to registering for this course.

SJP 517 - Social Justice Practicum III

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-516 prior to registering for this course.

SJP 518 - Social Justice Practicum IV

0.5

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their sites, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

Prerequisites: Student must complete SJP-517 prior to registering for this course.

Elective Courses (9 credits)

MAMP 532 - Psychology of Terrorism

3

This course will introduce the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current foreign and domestic policies. Different types of terrorist organizations will be examined based on various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how governments can work to limit its effects. Students will choose relevant topics for original research and will present information in small group presentations and a research paper. Course Objectives: 1. Identify and define the elements of the psychology of terrorism. 2. Evaluate the psychological, social, physical and spiritual impact of terrorism. 3. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 4. Analyze the impact of terrorism on affected populations both military and civilian. 5. Summarize the integration of social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 533 - Psychological Consequence Management

3

The purpose of this course is to educate the behavioral health professional in the mental health disaster response crisis counseling program model. This model differs significantly from the traditional mental health model. The behavioral health disaster response crisis counseling model is a specialized approach which requires distinct training. The skills, knowledge, and attitudes required for behavioral health disaster response and recovery crisis counseling are quite different from those needed in traditional clinical settings. This course will introduce the student to the behavioral health disaster response crisis counseling program model, the scope and limits of the program, and the elements required for effective service system design, and the delivery of those services in an all-hazards disaster environment. Course Objectives: 1. Define the bio-psycho-social-spiritual aspects of a disaster and terrorism and the impact on affected populations. 2. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 3. Summarize the integration of

social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 534 - Biodefense Security

3

This course will provide an introduction to the ongoing efforts to implement U.S. biodefense preparedness. The range of premeditated and natural biological threats will be examined along with the surveillance systems designed to detect a chemical, biological, radiological or nuclear (CBRN) event. The role and capabilities of the World Health Organization (WHO), Center for Disease Control (CDC), and defense support to civil authorities. Also examined are the public health system, public safety, law enforcement, and the health care delivery system in biodefense. Responses and countermeasures to protect the country include legislation of health powers for dealing with public health emergencies and the Strategic National Stockpile (SNS) and SNS distribution plan. The consequence management of a CBRN event and coordination under the National Response Plan is covered. Course Objectives: 1. Know the current biodefense public health structure at the international, national, state and local level. 2. Understand the continuum of CBRN and natural biological threats that the world faces today. 3. Evaluate the public health systems ability to respond to a CBRN event. 4. Summarize the evolution of Biodefense capability within the Department of Homeland Security. 5. Assess and critique Biodefense policy, law, and current level of U.S. Biodefense preparedness. 6. Explain how Biodefense fits into the National Response Plan (NRP). 7. Describe military support to civilian authorities for Biodefense.

Thesis or Capstone Courses (3 credits)

PSYC 511 - MA Capstone

3

The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

Prerequisites: Student must complete PSYC-500, INDS-502, & INDS-503 prior to registering for this course.

or

PSYC 512 - Thesis 1

1

This course represents the first phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 prior to registering for this course.

PSYC 551 - Thesis 2

1

This course represents the second phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 and PSYC-512 prior to registering for this course.

PSYC 552 - Thesis 3

1

This course represents the third phase of the thesis. The MA Thesis is a student-directed study conducted in consultation with an assigned Chair in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research which they proposed during the INDS 503, Research Methods course, prepare and complete a thesis proposal, conduct research, and defend their thesis.

Prerequisites: Student must complete INDS-503 PSYC-512 PSYC-551 prior to registering for this course.

Concentration in Terrorism

The Concentration in the Psychology of Terrorism examines the bio-psychosocial-spiritual dimensions of the terrorism phenomena along with the political psychology dimension. Contributing factors such as oppression, social injustices, and inequities are examined. Psychological consequence management of terrorism and mental health disaster response to all hazards are also instructed. Biodefense and security addresses chemical, biological, radiological, and nuclear events being either premeditated, accidental, or natural occurrences.

Concentration Objectives

1. Identify the contributing factors to the phenomena of terrorism.
2. Know the full psychological spectrum of terrorism.
3. Operationalize a psychological consequence management response.
4. Develop mental health disaster response skills.
5. Understand biodefense strategies and responses.

Concentration Course Requirements*

Students completing the Concentration in Terrorism must complete the following three courses for their elective coursework requirements.

*Thesis/Capstone topic must be consistent with concentration.

MAMP 532 - Psychology of Terrorism

3

This course will introduce the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current foreign and domestic policies. Different types of terrorist organizations will be examined based on various criteria - motives, means, objectives, geography, and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how governments can work to limit its effects. Students will choose relevant topics for original research and will present information in small group presentations and a research paper. Course Objectives: 1. Identify and define the elements of the psychology of terrorism. 2. Evaluate the psychological, social, physical and spiritual impact of terrorism. 3. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 4. Analyze the impact of terrorism on affected populations both military and civilian. 5. Summarize the integration of social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 533 - Psychological Consequence Management

3

The purpose of this course is to educate the behavioral health professional in the mental health disaster response crisis counseling program model. This model differs significantly from the traditional mental health model. The behavioral health disaster response crisis counseling model is a specialized approach which requires distinct training. The skills, knowledge, and attitudes required for behavioral health disaster response and recovery crisis counseling are quite different from those needed in traditional clinical settings. This course will introduce the student to the behavioral health disaster response crisis counseling program model, the scope and limits of the program, and the elements required for effective service system design, and the delivery of those services in an all-hazards disaster environment. Course Objectives: 1. Define the bio-psycho-social-spiritual aspects of a disaster and terrorism and the impact on affected populations. 2. Summarize the psychological strategies for managing pre and post terrorism events, and the behavioral health requirements for those who have been exposed to terrorism. 3. Summarize the integration of social justice in various aspects of anti-terrorism, counter-terrorism and terrorism consequence management including the equitable evaluation and consideration of social, political and military-civil affairs.

MAMP 534 - Biodefense Security

3

This course will provide an introduction to the ongoing efforts to implement U.S. biodefense preparedness. The range of premeditated and natural biological threats will be examined along with the surveillance systems designed to detect a chemical, biological, radiological or nuclear (CBRN) event. The role and capabilities of the World Health Organization (WHO), Center for Disease Control (CDC), and defense support to civil authorities. Also examined are the public health system, public safety, law enforcement, and the health care delivery system in biodefense. Responses and countermeasures to protect the country include legislation of health powers for dealing with public health emergencies and the Strategic National Stockpile (SNS) and SNS distribution plan. The consequence management of a CBRN event and coordination under the National Response Plan is covered. Course Objectives: 1. Know the current biodefense public health structure at the international, national, state and local level. 2. Understand the continuum of CBRN and natural biological threats that the world faces today. 3. Evaluate the public health systems ability to respond to a CBRN event. 4. Summarize the evolution of Biodefense capability within the Department of Homeland Security. 5. Assess and critique Biodefense policy, law, and current level of U.S. Biodefense preparedness. 6. Explain how Biodefense fits into the National Response Plan (NRP). 7. Describe military support to civilian authorities for Biodefense.

Total Credit Hours Required: 36

Bachelor of Arts

Bachelor of Arts in Applied Psychology

Bachelor of Arts in Psychology

Program Overview

The Adler University Bachelor of Arts (B.A.) in Applied Psychology program will prepare students to bring leading edge psychological science to a variety of social justice concerns in local, national, and global settings and systems. With a major emphasis on preparing culturally competent and socially responsible graduates, the program aspires to prepare passionate agents of change to meet the evolving needs of diverse communities.

Experienced faculty members guide students through a rigorous applied psychology core curriculum that builds upon the student's general education foundation, and combines academic knowledge, psychological intervention skills, and a deep commitment to social justice. The program incorporates Adler University's social justice mission emphasizing inclusiveness and socially responsible practices. Students study the application of the science of psychology with a strong emphasis on understanding the social and cultural determinants of power, privilege, and access to resources.

Examining the historical practices in applied psychology against the backdrop of the current and emergent social and cultural contexts of health and dysfunction, courses invite students to develop a critical stance and identify solutions to entrenched problems. By coupling a critical emphasis on social justice and a broad foundation in applied psychology, the program positions students to apply their learning in numerous settings and to function as agents of change in these micro and macro systems. The program culminates in a capstone experience that provides students the opportunity to garner real-world experience within an applied psychology setting.

Graduates of the applied psychology program are poised to enter a wide variety of careers that draw on the broad interpersonal skills, cultural and psychological knowledge, and socially responsible attitudes developed in the program. Career options may include behavioral and medical health care, criminal justice, addiction services, child, adolescent, and older adult services, human resource management, public relations, and other business settings. The applied psychology program also develops the educational foundation to provide excellent preparation to pursue graduate study in a variety of related fields, such as counseling, clinical psychology, industrial organizational psychology, healthcare management, and social work.

Program Objectives

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

1. Apply psychological theories and evidence-based practices to individuals, systems, and global communities.
2. Apply knowledge of micro and macro systems to the practice of applied psychology.
3. Apply ethical standards and reasoning to the practice of applied psychology.
4. Engage in socially responsible practice in the practice of applied psychology.
5. Demonstrate cultural competence in the practice of applied psychology.

Degree Requirements

Core Courses (42 credits)

PSYC 300 - Applied Psychology Theory and Practice

3

In a fast-evolving global environment, Applied Psychology has an increasingly critical role in a variety of systems and settings. This course provides students with a foundation in the applied theories of psychology within these systems and settings. The course incorporates how organizations implement social justice missions and socially responsible practices.

PSYC 301 - Adlerian Psychology, Social Action, and Advocacy

3

Within healthy communities, social action and advocacy promote the values of social justice and human rights. In this course, students will learn the foundations of Adlerian Psychology. Topics covered will include, social interest concepts, commitment and responsibility to equity, human rights, advocacy, and social action planning for individuals, groups, and systems within evolving global communities.

PSYC 302 - Theory and Psychology of Personality

3

Examining the historical and contemporary research and theories of personality development, this course explores the competing ideas about why people think, feel, and behave the way they do. It further investigates individual differences in preferences, and our interpersonal and cognitive styles. Beginning with foundational psychodynamic theory, the course also examines humanistic, behavioral, and trait theories that assert explanations of individual differences in emotion, cognition, and motivation.

PSYC 303 - The Psychology of Diversity & Inclusion

3

As communities, organizations, families, and other social structures move into an increasingly global and multicultural society, the importance of cultural competence grows. Focusing on developing knowledge, skills, and attitudes to function capably across a broad range of social and cultural differences, this course introduces students to psychological perspectives on the social identities of self and others. The course also introduces the concepts of social inclusion and exclusion, power and privilege, and bias and discrimination.

PSYC 304 - Abnormal Psychology

3

Persons who assist individuals experiencing conditions of adjustment contribute greatly to the welfare of humanity. This course offers students a broad understanding of the various psychological disorders that impact the quality of life of individuals. Students will learn concepts related to theory, classification, etiology, assessment, and treatment of major psychological disorder and dysfunction.

PSYC 305 - Statistics and Research Methods

3

Statistics and research methods comprise the essential tools for social scientists to generate the knowledge base across

all of the domain. This course introduces students to various research methods and statistical concepts required to demonstrate scientific findings in the social sciences. This course also exposes students to the impact of diversity and the role of bias in research. Students will explore how to utilize survey methods to evaluate intervention and prevention efforts. They will also gain critical scholarly communication skills using APA style.

PSYC 306 - Cognitive Behavioral Psychology

3

This course explores both the basic science of cognitive psychology as well as its application in CBT. Cognitive psychologists study perception, memory, attention, language, and emotion, in order to understand how these processes influence cognition, behavior, and decision making. This scientifically derived awareness of mental processes also informs approaches to intervention falling under the label cognitive-behavioral therapy (CBT).

PSYC 307 - Biological Basis of Behavior

3

Drawing on current neuroscience research, this course introduces students to the structures of the brain and nervous system, the complexities of the endocrine system, and the research on the roles of these systems in behavior and other psychological phenomena. Students will explore the role biological structures and physiological systems play in psychological experiences. Topics also include the scientific methods for studying the brain, evolution and genetic heritability, and current research on neurological disorders.

PSYC 401 - Community Psychology

3

In response to the increasing complexity of social systems, community psychology plays a vital role in understanding and shaping the quality of life for individuals, communities, and society. This course will expose students to the wide variety of forces and structures in the community which facilitate psychological competence, empowerment, promotion of constructive social change, and interaction of ecological systems within a global environment.

INDS 402 - Ethics, Socially Responsible Organizations, and Leadership

3

This course will expose students to socially responsible practice and leadership approaches that create the foundations for building effective and ethical organizations, groups, and systems. Students will examine the ethical and technical skills necessary for solving social problems, explore social justice focused delivery systems, and evaluate the integration of ethical frameworks within communities, nonprofit, corporate, educational, and public sector systems for advancement of socially responsible practice within the field.

PSYC 403 - The Psychology of Gender and Sexual Orientation

3

Biological sex, gender identity, and sexual orientation all profoundly affect human behavior and relationships at both the micro and macro levels of culture and society. The intersections of gender identity and sexual orientation with other aspects of identity (e.g., race, ethnicity, age, social class, religion, physical ability, and physical difference) create complex dynamics as individuals relate to others across these varied social and cultural differences. This course

examines scientific findings about the gender spectrum and transgender identity, as well as the spectrum of human sexuality. Students will examine the knowledge, skills, and attitudes that ethical and socially responsible practitioners employ to pursue advocacy and inclusion within organizations, communities, and society.

PSYC 405 - The Psychology of Systems and Addictions

3

Addiction within culture, society, and global environments has a dramatic impact on the health and welfare of multiple systems. Within this course, students will explore the biopsychosocial elements of addiction and the impact upon global societies, science, legal systems, public policy, and popular culture. Course content will provide a broad understanding of prominent psychological theories of addiction, drug usage, gambling behavior, sexual addiction, technology and media use, intervention and treatment strategies, and global law and public policy initiatives.

PSYC 404 - Global Health Psychology

3

To meet the burgeoning health needs of global communities, professionals must identify and address the factors that contribute to enhancement of quality of life. In this course, students will examine the theoretical and empirical approaches that are utilized within the U.S. and global health service delivery systems. Biopsychosocial approaches to health psychology delivery systems, physical and psychological disease prevention, health psychology coping strategies for stress, chronic illness, pain, addiction, and nutrition, and alternative models of health behavior change will be explored.

PSYC 406 - Transformations and Innovations in Healthcare

3

Access to quality healthcare constitutes a vital challenge for local, national, and global leaders. Innovative and effective service delivery systems to meet these needs are more important than ever. This course offers students a broad understanding of historical and current political, legal, technological, and economic developments within the healthcare field. Students will explore the elements of strategic planning initiatives essential to delivering healthcare in an evolving global community. Topics include healthcare policy, value creation in the industry, management and marketing for transformation, social justice and data driven research, and emerging technology based client service delivery systems.

Civic Engagement Experience (3 Credits)

CEE 301 - Civic Engagement Experience I

1

The Civic Engagement Experience (CEE) is an experiential course for understanding civic engagement. The CEE illuminates the importance of civic engagement and citizenship as foundational skills for professional, ethical, and socially responsible practice.

CEE 302 - Civic Engagement Experience II

1

The Civic Engagement Experience (CEE) is an experiential course for understanding civic engagement. The CEE illuminates the importance of civic engagement and citizenship as foundational skills for professional, ethical, and socially responsible practice.

CEE 303 - Civic Engagement Experience III

1

The Civic Engagement Experience (CEE) is an experiential course for understanding civic engagement. The CEE illuminates the importance of civic engagement and citizenship as foundational skills for professional, ethical, and socially responsible practice.

Elective Courses (12 Credits)

PSYC 407 - Life-Span Development

3

Developmental psychology examines the various lines of development--physical, linguistic, social, cognitive, emotional, moral, relational--across the lifespan. Developmental psychology attempts to understand normative development and promote conditions to support optimal development. Topics include developmental stages, attachment theory, human sexuality, and individual differences.

PSYC 408 - Social Psychology

3

People make judgments about others, conform to (or resist) social norms, make efforts to be perceived in particular ways, persuade others, and find certain traits attractive. Social psychology explores the topics of attribution, social desirability, social influence, discrimination, and prejudice. Employing a variety of scientific methods, researchers in social psychology pursue explanations of our social behavior. This course examines the breadth of social psychology and its application in applied psychology and diversity studies.

PSYC 409 - Group Dynamics and Theory

3

This course introduces concepts of group and organizational dynamics that influence individual and collective behavior. Topics include group concepts such as leadership and authority, stages of group development, research on group cohesion, and intrapersonal/interpersonal/group-as-a-whole levels of analysis.

PSYC 410 - Social Exclusion and Marginalization: Theory and Practice

3

Despite decades of social movements and psychological science addressing inequality and discrimination, certain groups remain marginalized. This course examines the persistent exclusion of various identity groups (based on race and ethnicity, age, gender, sexual orientation, religion, ability, physical difference, physical and mental health, poverty,

and other factors that marginalize people) as well as the structural impediments to equal access to resources and social power.

PSYC 308 - Psychology, Law, and Political Process

3

Psychology studies human behavior and pursues answers to questions about motivation, learning, and the meaning of human behavior. The law and associated political processes attempt to regulate human behavior within global societies. The intersection of psychology and law presents a rich area of research and practice. This course will explore the theoretical knowledge base and applied tools of psychology in understanding legal systems, correctional approaches, and political processes. Students will apply psychological principles to various scenarios relating to political, governmental, and civil and criminal court systems. Additional topics include community relations, media and political advertising, and public policy formation.

PSYC 309 - Political and Economic Psychology for Social Sustainability

3

From a social justice perspective, current and future generations should have equal access to resources that provide for an enhanced quality of life. This course describes the impact of psychological principles upon political and economic systems to support the viability of persons and groups. Students will be exposed to the theory and research on health, labor, poverty, public policy, environment, and ecology. Additionally, the course explores economic practices and social justice sustainability in the context of social and cultural diversity.

PSYC 310 - Industrial and Organizational Psychology

3

Social and technological developments in society have profound effects on the world of work and employment. Effectively understanding and managing the relationships between persons, groups, organizations, and systems has become more important than ever in an expanding global society. In this course, students will explore the major foundational theories, and the history and systems of Industrial and Organizational Psychology. The course explores topics such as employee performance evaluation, training, talent development, and change management. Students will analyze workplace practices and strategies with respect to social justice outcomes.

PSYC 311 - Applied Psychology and Technology

3

Technology has a profound and constantly evolving impact on individuals and systems. This course examines the social history of technology and the influence of technology on the delivery of psychological services, its impact on behavioral dysfunction, and the application of psychological principles in the use of technology. Additional topics include the social impact of technology use upon individuals and systems, the influence of social media, and the consequences of leaving a digital footprint.

Capstone Course (3 Credits)

PSYC 450 - Applied Psychology Capstone

3

The capstone course provides a culminating experience designed to allow students to integrate their learning and demonstrate competency of the outcomes associated with this program. This course requires students to apply psychological theories and research to engage in ethically and socially responsible practice within the field. Within this course, students will integrate all of their previous coursework and learning into a capstone project to demonstrate their abilities for culturally competent engagement and practice for social justice and change.

Total Credit Hours Required: 60

Tuition and Fees (Online)

- 2025-2026 Tuition and Fees Schedule
- Miscellaneous Fees
- Degree Completion Fees
- Payment Information: Methods of Payment
- Tuition Refund Policy

2025-2026 Tuition and Fees Schedule

Online Campus: Tuition (Per Credit Hour)

Online Non-clinical M.A. Programs	\$1001
Online Ph.D. Programs	\$1001
Audit Online Non-clinical M.A. Programs	\$501
Audit Online Ph.D. Programs	\$501
Online B.A. Programs	\$526

Online Campus: Universal Fee (Per Term)

All Online Programs	\$574

Miscellaneous Fees

Technology Fee	\$500

Late Payment	2% of the balance that is late
Official Transcript	\$10, plus applicable fees
Returned Check (per occurrence)	\$74
Stop Payment	\$38
Deferment Fee	\$500

Degree Completion Fees

Replacement Diploma	\$70

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 Finance Self-Service will be assessed a convenience fee of 2.5% of the payment amount for credit card payments, and \$3 for e-check payments.

By TransferMate: Make payments using your local currency through TransferMate and the payment will be transferred to U.S. dollars.

By Flywire: Make payments using your local currency through Flywire and the payment will be transferred to U.S. dollars.

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. The Office of Student Accounts must receive payments by mail by the scheduled due date. Please allow enough time for mailing; payments postmarked on or before the due date will have all late payment fees waived, if applicable.

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.

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 before the start of each course period. Payments made to Adler 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 not covered by the amount of aid anticipated.

Payment plans (monthly installments) are available. Interested students can contact the Office of Student Accounts via email for more information. Inquiries should be initiated prior to the published tuition due date.

Students who have not paid their account balance by the due date, and for whom there is no indication of pending financial aid, will be placed on financial hold. Students on financial hold will be unable to register for subsequent course periods, obtain transcripts, or graduate until all outstanding balances are paid in full. Adler University retains the right to withdraw students whose accounts are past due administratively and to charge all associated fees. Adler University's policy is to submit delinquent accounts to external collection agencies.

Tuition Refund Policy

Students who have officially withdrawn from Adler 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. Refunds will be based on the total charge incurred rather than the amount paid by the student. Mandatory fees are not refundable once the course period has begun.

Tuition charges will be refunded based on the following schedule:

End of the 10th calendar day of each course period (11:59 p.m. CST): 100%

After the 10th calendar day of each course period: 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. 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.

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 Adler University's refund policy.

Beginning Fall 2025, Adler University, will implement an opt-out tuition insurance program through A.W.G Dewar, Inc. to minimize the risk of financial loss in the case of withdrawal for medical or mental health reasons.

Vancouver Campus

Academic Policies and Procedures (Vancouver)

- Class Attendance
- Application of the Attendance Policy
- Statement of Student Responsibilities
- Academic Status
- Satisfactory Progress
- Student Referral Policy
- Program-Level Response
- Campus-Level Response

- Appeals
- Qualifying Examinations
- Registration
- Course Drop and Withdrawal
- Leave of Absence
- Medical Leave of Absence
- Administrative Withdrawal
- Withdrawal in Good Standing
- Grading System
- Degree Conferral
- Adding/Dropping Courses

Class Attendance

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 fall or spring semester, may receive a failure (F) grade 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 failure (F) grade. For courses that meet once every other week (e.g., seven full-day class meetings) over a Fall or Spring semester, students who miss more than one class in a semester may receive a failure (F) grade. 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 no credit (NC) and be referred to the Training Committee for review.

Summer Term: Students who miss more than six hours of classroom instruction in the summer semester, for courses that meet once a week over a 12-week semester, may receive a failure (F) grade. For courses that meet on a weekend intensive format, which involves three or fewer class meetings in a semester, missing one class may result in a failure (F) grade. 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 failure (F) grade. Students who receive a failure (F) grade for any course must repeat the course.

Application of the Attendance Policy

The attendance 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. 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. 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's exit competencies.

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, and in-service activities.
3. Abide by all local, provincial, 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 GPA of 3.30 on a 4.25 scale or as indicated by program requirements.

Academic Probation

Students will be referred by the Office of the Registrar to their academic advisor for academic probation if any of the following conditions occur, unless specified in their program requirements:

1. Earn two grades or more in the range of C to B.
2. Earn a single D, F, or NC grade without a prior history of low grades (B or B+).
3. Earn three or more grades of B+.
4. Fall below a minimum cumulative GPA of 3.30 on a 4.25 scale.

The transcript of a student who has been referred to the faculty/academic advisor based on the above criteria will carry the notation of "Academic Probation" for a minimum of two consecutive terms.

Academic Dismissal

Students will be referred to their academic advisor for consideration of academic dismissal based on the following, unless specified in their program requirements:

1. Earn two or more grades of D, F, or NC.
2. Earn a third grade of B, B-, or C.
3. Fail to maintain a minimum cumulative GPA of 3.30 on a 4.25 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 for academic reasons 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 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, as outlined in the Student Conduct and Comprehensive Evaluation Statement (SCCES) signed at orientation and Student Responsibility Statement (SRS) located in the Student Handbook. The Student Referral Policy applies to all academic, professional, and training-related conduct of students, including online, on campus, and at the training and professional 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 students and to ensure the welfare of the University and its related communities. When students breach one or more of the student responsibilities as outlined in the SCCES and SRS, any member of the Adler community can alert the respective program director by submitting a Student Incident Referral form. Other members of the Adler academic community also can report student breaches of other pertinent conduct, classroom, or academic policies. In the event of challenges in Academic Status as described in our policies related to Academic Probation and Academic Dismissal, the Office of the Registrar will contact the student's faculty/academic advisor who will advise the program director.

The program director will determine the level of severity of the concern in accordance with the respective policy (e.g., Academic Status, SCCES, SRS, or other policies) and direct the referral to either a program-level or campus-level response, as outlined below.

Program-Level Response

There are two possible program-level responses: Faculty/academic advisor response or a Student Development Committee response. The program director in consultation with the student's faculty/academic advisor will decide which of the responses would be most effective given the details of the referral.

- **Faculty/Academic Advisor:** The faculty/academic advisor works with a student on either academic and/or comportment-based referrals. The advisor, in consultation with the program director, can decide to place a student on probation, which is an early and structural assistance plan to support students in successfully navigating the policy breach and completing their program. Referral from the Office of the Registrar based on academic standing will minimally result in probation. Failure to successfully fulfill the remedial action plan outlined in the probation can lead to referral to either the Student Development Committee or the Student Comprehensive Evaluation Committee, or to a recommendation for dismissal from the program.

- **Student Development Committee:** The Student Development Committee (SDC) is a program committee that monitors a student's Academic Status and compliance with Student Responsibilities in either the SRS or the SCCES, and other pertinent policies. The SDC reviews supporting documentation (e.g., grade reports, incident forms, policy breaches), determines the level of severity of the concern, places a student on probation, and directs the student to take remedial action. Failure to successfully fulfill the remedial action plan outlined in the probation can lead to referral to the Student Comprehensive Evaluation Committee, or a recommendation for dismissal from the program.

Campus-Level Response

The program director, in consultation with the student's faculty advisor, can decide to refer the student to the Student Comprehensive Evaluation Committee (SCEC), a cross-program committee struck at the request of the Executive Dean. SCEC deals with serious or repeated breaches of policy (e.g., Academic Good Standing, SCCES, SRS). SCEC will evaluate the referral and deliver a decision on the outcome, which could include a plan for remediation if appropriate, or dismissal from the program. For more information on the SCEC process, please refer to the Student Handbook.

Appeals

Students may appeal the referral outcomes by following the General Student Grievance and Appeal Policy (Vancouver Campus) as outlined in the Student Handbook, posted online at Adler Connect under Student Affairs.

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. 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 or faculty/ academic advisor. 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.

Course Drop and Withdrawal

Students wishing to drop a course or exam must do so via the University's online registration system, Student Planner, during the registration period. Students wishing to drop a course after the registration period must do so via email by submitting the appropriate forms to vanregistrar@adler.edu.

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 Student Planner, or the date the drop form is received by the Office of the Registrar.

Please consult the academic calendar for the deadline to withdraw from a class.

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 Office of the Registrar.

A LOA may be taken for up to three terms or 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 program's training faculty and/or manager, Community Action & Engagement prior to submission of the form to the student's faculty/academic advisor. Also, any active incomplete agreements in the student's program must be resolved prior to any leave approval.

The LOA will be noted on the student's transcript for each term until the student returns to Adler University. Time approved for a LOA does not impact the maximum time allowed for degree completion.

In order for a financial aid recipient to be approved for a LOA, the student must file the appropriate paperwork with the Financial Aid Office (Student Accounts officer) or your provincial/territorial loan office. Students are required to speak with the Office of Financial Aid (Student Accounts officer) before requesting a LOA in order to receive full information regarding the procedure and financial impacts of taking a leave.

International students on a study permit need to meet their study permit conditions, which states that no leave of absence from their studies can exceed 150 days (i.e. one academic term at this institution). Students who exceed the 150-day leave of absence period may not be eligible for the Post Graduation Work Permit (PGWP) and will in most cases, need to extend their study permit to accommodate the leave of absence period. More information can be found through IRCC on these policies. International students who are considering taking a leave from their studies should speak to Student Services regarding the impact of taking this leave.

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

Medical Leave of Absence

A student may request a leave of absence due to **illness or other health-related circumstances** before the start of a term or during a term. A medical leave of absence can be granted at any time within a term.

Students must complete and submit the Medical Leave of Absence Form along with a letter from their health care provider. The letter from their health care provider must be on an official letterhead, support the need for a medical leave of absence, and provide an estimated return date. Please note that the letter from the health care provider does not need to include the specific health condition of the student.

Students can take a medical leave of absence for a period of one calendar year. Students requesting to extend their medical leave of absence must provide an official letter from their health care provider supporting this request.

International students who take a medical leave of absence that will exceed a one-term absence should seek guidance from the Student Services, Director or International Student Services Coordinator prior to submitting the leave request.

Students whose medical leave of absence is approved during a term, will receive a "W" grade for all courses that are not completed in that term. Students may choose to request incomplete grades for courses not completed. If the request for an incomplete grade is approved, the student must submit an incomplete grade agreement form and adhere to the incomplete grade agreement. Students who are fulfilling incomplete grade agreements from previous terms must abide by the deadline stated in the incomplete grade agreement form.

Financial Aid recipients who are inquiring about their student loan status due to their medical leave of absence should contact vanfinancialaid@adler.edu.

Students who stop attending classes or fail to complete an exam without submitting an official medical leave of absence form, will risk receiving failing grades in all courses, being placed on academic probation, and academic dismissal.

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 Adler 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 Adler University, the Office of Financial Aid is required by federal law to recalculate a student's eligibility for U.S. 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, they are 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 Office of the Registrar. 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:

Adler University Grading Scale - Graduate Programs		
Grade	Grade Scale (used by the instructor to determine a student's grade)	Grade Points (used to calculate GPA)
A+	99-100%	4.25
A	94-98%	4.00
A-	93-90%	3.75
B+	87-89%	3.30
B	83-86%	3.00
B-	80-82%	2.70
C+	77-79%	2.30
C	73-76%	2.00
C-	70-72%	1.70
D+	67-69%	1.30
D	65-66%	1.0
F	Below 65%	0
CR		N/A
NC		N/A
I		N/A

IP		N/A
TR		N/A
AU		N/A
W		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. Effective with courses taken in Fall 2025, the highest grade earned for a course will be used in the overall GPA and all prior grades will appear on the transcript.

Receipts of one or more incomplete (I) grades may preclude students from enrolling in subsequent terms, may render the student ineligible for federal student aid, and may result in the student being referred to the student's academic advisor.

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).

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. Decisions to allow students to audit courses are made by the program director of the respective program. The PsyD program does not permit auditing of coursework at this time.

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 no credit (NC) grade 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 GPA; however, grades of NC are used in calculating the GPA and are considered failing grades for the purposes of Academic Satisfactory Progress.

In Progress

A temporary in progress (IP) grade 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 incomplete (I) 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, and must inform the student's academic advisor. The instructor must submit the form to the Office of the Registrar.

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 GPA. 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 within the withdrawal period. Please see the academic calendar and the term deadline sheet for dates. The grade W is not counted in a student's earned credit hours, nor calculated in the student's GPA.

A W grade impacts a student's time to complete their degree program.

Grade Corrections

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 (e.g., program director). The Grade Change Form should be submitted to the Office of the Registrar.

Grade changes or alterations to student records are not permitted after a degree has been officially posted to the academic record.

Grade Appeals

Students may file a grade appeal by following the procedures of the Grade Appeal Policy, k. In addition, if a student is appealing a grade for a course that is a prerequisite for a subsequent class, they cannot register for, or attend subsequent classes, until the grade for the prerequisite has been resolved.

Grade Appeal Policy

Adler University assigns primary responsibility and authority for grading and any other evaluation comments to the instructor of record and respects the instructor's professional judgment in the area of student evaluation. In most cases, the instructor's decision is final. However, students have the right to appeal certain grades or evaluative comments made by a faculty member. Grounds for an appeal must be based on an alleged violation of a written school policy or extenuating circumstances such as illness or family emergency. 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. Finally, if a student is appealing a grade for a course that is a pre-requisite for a class, he/she cannot register for or attend subsequent classes until the grade for the pre-requisite has been resolved.

Step One - Appeal to the Class Instructor: A student who feels that a "C" or lower grade is inappropriate due to the reasons stated above has the right to appeal to the instructor. To dispute a grade, a student must present a written letter of appeal to the instructor. This appeal must clearly state the basis for the appeal (including a copy of the written school policy if the basis is an alleged violation of policy), the facts the student believes support his/her claim, and the requested remedy. This appeal must be filed within 30 days of the posting of the grade on Self-Service. The student must also inform his/her Academic Advisor of the concern at the time of the appeal. Instructors are expected to meet with students who have expressed concern about grades or comments and explain the established standard and why the earned grade was recorded. If this standard has been set and followed, no further appeal is appropriate. If the standard was not set or not followed, it is incumbent upon the instructor to do whatever is practical to resolve the issue by presenting the student with his/her rationale for the evaluation and grade. After reviewing all materials submitted, the instructor will respond in writing within 30 days of receipt of the student's correspondence. If the instructor for the course is the Program Director or the Director of Clinical Training, the appeal should be presented to the Campus Dean. The Dean's decision is final. If the instructor is the Campus Dean, students can appeal to the President. The president's decision is final.

Step Two - Appeal to the Program Director If Step One does not resolve the concern, the student may, within ten (10) calendar days of the instructor's response, present an appeal to the Program Director. Students should write a letter of appeal with the following information: name, mailing and email address, course number, title and section; semester and year taken; instructor's name, and a clear statement of the grade change requested, basis for the appeal (as noted above), and the facts that support the request.

The Program Director will decide if a meeting with the student is necessary and will conduct an investigation that may include consulting the parties involved, gathering all pertinent information, and/or reviewing relevant facts. The result of the review will be summarized in writing by the Program Director and placed in the student academic file.

If the Program Director is the instructor for the course, the appeal should be presented to the Executive Dean. The Dean's decision is final. If the student feels that the evaluative comment is inaccurate, misleading or in violation of the privacy or other rights of the student, the student may also insert a written statement in the record.

Degree Conferral

The Office of the Registrar is the department that processes degree conferrals at the University. The degree conferral process is done at the end of each term. The annual commencement ceremony is not related to how degrees are conferred.

The Office of the Registrar will perform a comprehensive audit of a student's entire academic record once:

- The graduation application is submitted.
- All grades are posted by the student's instructors.
- All other degree requirements have been fulfilled, including:
 - Practicum, internship, SJP.
 - Qualifying examinations, dissertation submission requirements, thesis submission requirements, project submission requirements, or capstone submission requirements, if applicable.
- Your student financial account has no outstanding debt.
- Graduation application fee has been paid in full.

Final Grades

Instructors are required to post their grades no later than two weeks after the end of the term.

Once an instructor posts final grades, the grades are immediately available for the student to view in Student Planner. Questions regarding missing grades should always be referred to the instructor on record. Refer to your schedule for your instructor's name.

Internship/Practicum/Social Justice Practicum

Students are also required to have all internship/practicum/SJP requirements completed before their degree is conferred.

Students with questions regarding the status of their internship/practicum/SJP grades or questions regarding where the documentation should be sent from their training sites should connect directly with their training director and/or manager, Social Justice Practicum.

The Office of the Registrar has no involvement in training-related courses and does not obtain or retain documentation relating to these experiences.

Once all grades are posted and you have completed ALL degree requirements, auditing for degree conferral commences.

Degree Conferral Process

Auditing for degree conferral will commence 20 calendar days after the end of each term, once all grades are posted. Students will receive email notification to their Adler University email account once their degree audit is completed.

If *all degree requirements* have been fulfilled, students will receive a degree conferral notification email, indicating that their degree has been posted to their academic record.

The degree completion and conferral dates reflected on a student's transcript will reflect the date *all degree requirements* were satisfied.

Students who anticipate beginning a job or post-doc by a specific date should plan ahead by submitting all degree requirements well in advance of their start date.

Adding/Dropping Courses

To add or drop a course, students must submit their request via email to the Office of the Registrar (vanregistrar@adler.edu) and pay the required fee. Students are permitted to add a course prior to the first class session; enrollment is not permitted once a course begins. Students who wish to drop a practicum or internship course must have prior approval from the SJP manager or director of Training.

Admission Policies and Procedures (Vancouver)

- Application Process
- Application Deadlines
- Evaluation of Applicants
- Acceptance of Admission
- Deferring Admission
- International Applicants
- English Language Proficiency Assessment
- Study Permit
- Co-Op Work Permit
- Working On or Off Campus - International Students
- Students-at-Large/Non-Degree Seeking
- Changing or Adding Programs
- Readmission
- Transfer Credit

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 outstanding academic achievement and a commitment to social responsibility. Ideal candidates for admission are those who will make a

difference in their communities and the lives of the individuals and families they plan to serve upon graduation. Applicants nearing completion of a baccalaureate degree may apply for admission contingent on successfully completing the undergraduate degree.

Applicants must submit the following:

- Adler University Application for Admission.
- Application fee.
- Autobiographical essay/statement of purpose.
- Resume or curriculum vitae.
- Official transcripts from all colleges or universities attended.
- Letters of recommendation and accompanying form as per program requirement.

Application forms can be completed online. 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 the WES-ICAP evaluation from World Education Service (wes.org) or Educational Credential Evaluators (ece.org). Please contact the Office of Admissions for specific transcript evaluation requirements.

Application Deadlines

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

Vancouver Campus

Admissions Deadlines	Early Consideration	Priority	Term of Entry
Psy.D. Clinical Psychology	N/A	Dec. 15	Fall
M.A. in Counselling	N/A	Feb. 15	Fall
Master of Counselling Psychology	Feb. 1	April 1	Spring* and Fall
M.A. in Counselling Admissions Psychology: School and Youth Concentration	N/A	Feb. 15	Fall
Master of Counselling Psychology: School and Youth Concentration	Feb. 1	April 1	Fall
Master of Counselling Psychology: Art Therapy	Feb. 1	April 1	Fall
M.A. in Industrial and Organizational Psychology	Feb. 1	April 1	
Master of Industrial and Organizational Psychology	Feb. 1	April 1	
Master of Psychology Health and Wellness	N/A	N/A	
Master of Public Policy Administration			

Evaluation of Applicants

The Admissions Committee will review completed applications. Approved applicants will then be scheduled for an interview with a member or members of the Adler University faculty. Psy.D. interviews are normally scheduled with a panel of two Psy.D. faculty members.

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 process.
- Community service interest and/or experience.
- Professional and/or prior work experience.
- Integrity, motivation, and personal ethics.

Acceptance of Admission

Applicants who are admitted to a Vancouver Campus program have until April 15 to accept the offer. Those who accept must return a signed statement of acceptance along with a \$300 CAN (doctoral applicants) or \$200 CAN (master's applicants) or \$5,000 CAN (international students) non-refundable 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. For international applicants, the tuition deposit is refundable (minus a \$200 processing fee) if the applicant can provide proof of study permit denial. 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

Domestic 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 non-refundable deferment fee, and a statement indicating why they would like to defer their admission on file with the Vancouver Campus Office of Admissions.

International students who have been fully admitted into a degree program are allowed to defer their admission with no additional fee required based on study permit timelines for up to one year.

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 do not begin classes on their scheduled term will forfeit their deferred deposit fee and must reapply for admission as outlined in the Application Process section of the current catalog. The Vancouver Campus Office of Admissions does not maintain student files for students who do not enroll by their intended start date.

International Applicants

In addition to submitting a completed application, all transcripts from outside Canada or the United States must be evaluated by an acceptable transcript evaluation service such as World Education Service or Educational Course Evaluation. A course-by-course international credential evaluation must be submitted. Students must send in all of their transcripts for the course-by-course analysis.

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. Students applying for Master of Arts in Industrial and Organizational Psychology, Master of Industrial and Organizational Psychology, and Master of Public Policy and Administration can submit official scanned copies of transcripts along with a copy of degree conferral certificate.

English Language Proficiency Assessment

English Proficiency Score

Students wishing to enter directly into a graduate academic program must provide evidence of English proficiency by one of the following options*:

- **Test of English as a Foreign Language (TOEFL) Internet-based Test**
 - Applicants must have a minimum overall score of 92, with no sections under 22.
 - Adler University Vancouver Campus code for receiving test scores is 6215.
- **International English Language Testing System (IELTS)**
 - Applicants must have a minimum overall score of 7.0 (with no band below 7).
- **Pearson Test of English (PTE)**
 - Applicants must have a minimum score of 66.

Students from non-English speaking countries with an overall IELTS score of 6.5 and a minimum writing score of 6.5 may be considered for admission to the Graduate Preparatory Program prior to enrolling in the Applied Psychology, Industrial and Organizational Psychology, or Public Policy and Administration programs.

Adler University verifies all English proficiency test scores with the testing organizations. Any applicant submitting scores that are inaccurate will be denied admission.

*English proficiency scores must be officially reported. Students who have completed a degree in Canada or the U.S. or have a degree fully taught in English may have the English proficiency score requirement waived.

Study Permit

International students possessing citizenship from a country outside of Canada must apply for a study permit. Permanent residents of Canada do not require a study permit. For more information, please visit the Canadian Government's Immigration and Citizenship website. Once enrolled in an Adler University program, students must pay tuition and fees according to the University's payment schedule.

Co-Op Work Permit

All international students on a study permit require a co-op work permit in order to complete the practicum and internship components of their program. Students can apply for the co-op work permit at the same time as their study permit. For more information on applying for this permit, visit <https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada/work/intern.html>.

Working On or Off Campus - International Students

International students studying at Adler University's Vancouver Campus qualify to work on or off campus provided they meet the eligibility requirements. For more information, please visit <https://www.canada.ca/en/services/immigration-citizenship.html>.

Students-at-Large/Non-Degree Seeking

Students who wish to take classes for personal pursuits unrelated 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 professional enrichment as long as they meet the minimum eligibility for admission. Graduate students in degree programs at other regionally accredited institutions are responsible for verifying whether Adler University courses will be transferred back and accepted for credit with their home institutions.

SAL/NDS applicants must submit a completed application, a non-refundable \$30 application fee, statement of intent, resume or curriculum vitae, and official transcripts from all degree-granting undergraduate and graduate schools attended. The Admissions Committee will review applications, and applicants will not be allowed to register until they have been approved for admission as SAL/NDS students. Acceptance to take courses in a program will be authorized by the program director if space within the classes is available. 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 and must comply with all prerequisites and course requirements as given in the Adler University Catalog. The course selection will need to be authorized by the program director, who can deny access to particular courses (e.g., clinical courses).

Graduates of Adler University degree programs who are approved as SAL/NDS students may take up to 18 credits total as a SAL/NDS student. SAL/NDS students are not eligible for financial aid and may not enroll in courses 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 SAL/NDS students are limited to a total of nine credit hours of coursework as a SAL/NDS student, 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 classes until 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 a SAL/NDS student will not be required to pay an additional application fee. Still, they will be required to complete a program's application fully.

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 neither constitutes nor guarantees admission to another program. A particular master's degree program can limit or restrict changes/transfers into their programs.

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 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 withdrawal date. Applications will be evaluated according to current admission requirements, assuming their administrative withdrawal did not prohibit readmission.

If readmitted, applicants 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 Adler University following a withdrawal in good standing.

When previously withdrawn students are granted readmission to Adler University or when alums 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:

- The length of time that has passed since the coursework was originally completed.
- The grade earned in the course.
- The performance evaluation completed by the student's adviser/supervisor.
- Curriculum changes which 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 each applicant's unique academic and training history 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 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 involving reviewing previous academic work, including syllabi and grades earned. Adler University policy is that transfer of credit must be requested with all supporting documentation received by the end of the second semester of enrollment.

For the Psy.D. and MPPA programs, 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 recognized, regionally accredited degree-granting institutions.
2. Existing transferred course credits accepted at another degree-granting institution are ineligible.
3. The completed course matches at least 80% of the content of the course requirement.
4. The number of credits earned for the completed course matches or exceeds the number of credit hours for the requested course.
5. Transfer of credit is not granted for practicum or internship.
6. Transfer of credit is granted only for courses in which the grade earned was a B or higher.
7. Pass/fail or credit/no credit courses are ineligible.
8. 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 may be transferred into the Doctor of Psychology in Clinical Psychology program. Transfer credit decisions evaluated for the Psy.D. involve use of additional criteria that are clarified in the Psy.D. transfer credit policy that is shared with accepted and deposited students. Students will be charged a transfer of credit fee for each course evaluated for transfer consideration. Please reference the current fees and tuition schedule for the transfer credit fee information.

Programs of Study (Vancouver)

Vancouver Campus

Doctoral Level Programs

Doctor of Psychology in Clinical Psychology, (Psy.D.) - Vancouver Campus

Program Overview

The Doctor of Psychology in Clinical Psychology (Psy.D.) prepares 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. The 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 was initially designed to mirror the Chicago Campus Psy.D. curriculum, which has received accreditation from the American Psychological Association. The program curriculum has been specifically 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. 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 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. Students also complete two required clinical practica and begin their 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 the acquisition of specific knowledge, skills, and attitudes. These consist of the Doctoral Clinical Qualifying Examinations to assess the assessment and intervention competencies at the completion of the assessment and intervention practica 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 a minimum of 600 hours of clinical practicum experience and a minimum of 300 hours of direct client contact. Students are to receive a minimum of one hour of supervision for every four hours of client contact by psychologists registered in the jurisdiction, as well as group consultation support from an appropriately credentialed University faculty member. In the fifth year of the program, students complete a minimum 1,600-hour internship at an approved site. In addition, the program requires a minimum 200-hour Social Justice Practicum 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 (this is a nonclinical practicum training).

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 the qualifying examination. Qualifying examinations are important tasks in 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 this exam indicates that students demonstrate significant problems in several areas measured by the exam. Students who fail the qualifying exam 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 a second failure 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 10 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 a substantial background in psychology (defined as 30 credits of coursework in psychology).
 - Coursework must include the following prerequisites: abnormal psychology, research methods, statistics, and developmental psychology/life span development.
 - Additional coursework (pending faculty approval) should include courses related to neuroscience, cognition, social psychology, developmental psychology, tests and measurement theory, personality, and learning.
- A GPA of 3.25 or higher on a 4.0 scale for all undergraduate or graduate coursework.
 - Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways (e.g., significant clinical or research experience, strong psychology grade point average, excellent GRE scores, or an improved grade point average over time). Applicant may be asked to provide additional supporting documentation for any extenuating circumstances.
- Practicum or work experience in psychology or a related field is highly desirable and is considered in the evaluation of applicants.

Approved applicants will be evaluated through a 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. It should be noted that to maintain the teaching and training standards required by regulatory bodies, requests for transfer credits are evaluated rigorously by a committee of subject matter experts. Transfer credits are only granted to courses that meet the content and instructional requirements of the Psy.D. program.

Adler does not grant credit for any curriculum requirements based on prior learning assessments.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses as outlined in the curriculum.
2. Satisfactory completion of a minimum of 600 hours of clinical practicum with a minimum of 300 hours of direct client contact.
3. Satisfactory completion of the Social Justice Practicum.
4. A cumulative GPA of 3.5 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.

Degree Requirements

The following courses are required for this degree:

PSYD 337 - Group Therapy

3

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 lectures, student presentations, and participation in and experience leading an experiential in-class groups. 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 co-facilitating with peers and, therefore, learn to relate more effectively in the group setting.

PSYD 402 - Introduction to Adlerian Psychology and Psychopathology

3

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 their 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 humanity. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

PSYD 472 - Basic Intervention & Assessment Skills

3

This course teaches entry-level doctoral students basic relationship, intervention, diagnostic, and interviewing skills, using readings, modeling, 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.

PSYD 510 - Psychometric Theory

3

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.

PSYD 515 - Applied Research Design in Clinical Psychology

3

This course exposes students to a variety of quantitative, qualitative, mixed-methods, and program evaluation designs for conducting empirical research in clinical psychology. As preparation for their dissertation, students will also be introduced to the stages of conceptualizing, designing, and conducting research. An emphasis is placed on training students to reflect critically on the research paradigms and methods, including their philosophical underpinnings, possibilities, and limitations. Attention will be given to issues of cultural diversity in research, the connection between research questions and appropriate methodologies, ethics in research, and the relationship between research, theory, and practice in clinical psychology.

PSYD 530 - Community Psychology

3

This course is designed to focus on a variety of contemporary community mental health (CMH) issues in the current context of Canadian society with influx of immigrants and refugees. This course will cover the brief history, theory, research, and practice of community mental health. Students will learn about the historical context and prospect of community mental health. Theoretical, research, and clinical topics pertinent to community mental health will be covered and discussed. Additional emphasis will be devoted to identify service gaps/barriers faced by under-served populations and explore possible resolutions to meet the needs of our community. The range of topics include ecological models, strength-based approaches, wellness and recovery approaches (psychosocial rehabilitation), community organizations, the wraparound process, social justice, policy, psychoeducation, supervision and consultation. Guest speakers from different community agencies will present on topics relevant to community mental health. Additional focus of this course is to prepare students for unique roles of psychologists in community mental health and organization-based knowledge needed in such roles as consultant, administrator, researcher, director, or supervisor.

PSYD 550 - Statistics

3

This course concerns concepts and applications of descriptive and inferential (frequentist) statistical methods. A wide range of univariate and multivariate statistics will be covered (such as t-test, ANOVA, correlations, regressions, MANOVA, nonparametric statistics, chi square, and meta-analytic procedures). Students will learn the use of some statistical software (e.g., SPSS, JAMOVI).

PSYD 560 - Trauma Assessment & Intervention

3

This course covers the history, etiology, symptoms, diagnosis, and treatment of trauma-related dysfunction. Major diagnostic categories of trauma will be examined. Students will explore how developmental, individual, and socio-cultural factors affect an individual's response to adverse experience. Case formulation and evidence-based treatments for individuals with trauma histories will be emphasized. This course will explore ethical and professional issues related to working clinically with persons presenting with trauma-related issues.

PSYD 600 - Doctoral Professional Development Seminar I

1

This Professional Development Seminar continues to provide first year students with advisement, mentorship, and orientation to becoming a socially responsible psychologist. The seminar leader acts as an advisor to the students in the seminar throughout their first year. In the seminar, students will be guided in identifying their professional goals, and reflecting on how as future professionals they can become agents in social change. The course facilitates advisement and mentoring related to Adler degree requirements and mission, orientation to topics related to professional development in the field of clinical psychology, discussion of issues of diversity as they relate to the field and students' personal and professional growth, and an orientation to the ethical practice of clinical psychology. The class will also support students as they continue their Social Justice Practicum and its requirements.

PSYD 601 - Doctoral Professional Development Seminar II

1

This Professional Development Seminar continues to provide first year students with advisement, mentorship, and orientation to becoming a socially responsible psychologist. The seminar leader acts as an advisor to the students in the seminar throughout their first year. In the seminar, students will be guided in identifying their professional goals, and reflecting on how as future professionals they can become agents in social change. The course facilitates advisement and mentoring related to Adler degree requirements and mission, orientation to topics related to professional development in the field of clinical psychology, discussion of issues of diversity as they relate to the field and students' personal and professional growth, and an orientation to the ethical practice of clinical psychology. The class will also support students as they continue their Social Justice Practicum and its requirements.

PSYD 602 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

PSYD 603 - Doctoral Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that

occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

PSYD 604 - Social Justice Practicum Continued

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after PSYD-203.

PSYD 627 - Assessment I: Cognitive & Intellectual Assessment

4

This course is designed to introduce students to the theoretical basis, psychometrics, ethics and clinical application of cognitive and academic assessment. Students are expected to develop competency in administration, scoring and interpretation of commonly used intelligence and academic achievement measures for adult and children. Cultural influences and diversity issues involving assessment procedures are emphasized. Students will learn to compile reports based on simulated data from clinical interviews, behavioral observations, mental status examinations, and formal cognitive/academic test data. Students will learn to incorporate report findings into case conceptualization and consider DSM-5 diagnosis to formulate diagnostic impressions. This course must be taken with the required lab.

PSYD 628 - Assessment II: Personality

3

This course will provide an overview of the conceptual, theoretical and empirical issues in the measurement of personality and psychopathology. Students will learn to administer, score, and interpret measures of personality and psychopathology. The course will include an introduction to projective measures and will integrate the assessment of personality assets and strengths, as well as criticisms of traditional approaches to personality assessment. This course will explore ethical and professional issues related to assessment of personality and psychopathology.

Prerequisites: Student must complete PSYD-627 prior to registering for this course.

PSYD 629 - Assessment III: Integrated Assessment (with Lab)

4

This course is designed to develop student's knowledge and skills in the writing of integrated psychological reports.

This course aims to further consolidate materials taught in PsyD 627 and 628 by teaching student to integrate results of cognitive and personality measures into a coherent description of the client. During this course, students will learn to combine clinical findings from multiple sources, develop diagnostic impressions, formulate case conceptualization, and provide relevant recommendations. The primary focus in this course is placed on the interpretation of psychological tests, report writing, and treatment recommendations. Sample assessment reports written for different settings will be used to teach students about variations of content and format required for different types of assessment report. Moreover, this course aims to provide students with a deeper understanding of theories and issues of intelligence and personality testing, as well as practical skills in clinical interview and test administration. Additional emphasis is to cultivate student's ability to perform clinical interview, conduct behavioural observation, and provide feedback to clients. Issues of working with diverse populations and cultural considerations in psychological testing will be introduced and discussed. Overall, students are expected to become proficient in producing an integrated assessment report that provides cogent analysis of test data, and offers meaningful recommendations based on assessment findings and referral questions. This course may not be transferred or waived as it serves to prepare students for the Doctoral Clinical Qualifying Exam (DCQE Assessment).

PSYD 630 - Cognitive/Behavioural Approaches to Intervention

3

Cognitive-behavioural approaches to treatment have been applied with a broad range of patient populations for a variety of problems. As CBT models have gained influence, the need to understand, both, the theoretical and practical bases of interventions based on cognitive-behavioural principles has become more prominent. This course is designed to familiarize 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 Behaviour

3

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, consciousness, motivation and human learning. The relevance of these topics to clinical practice and social issues will be examined.

PSYD 634 - History and Systems

3

This course provides a survey of the historical development of major theories, research, and practice in psychology. Major systems of psychology are examined. 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. The impact of these major theories on students' understanding of human behaviour is explored.

PSYD 636 - Biological Bases of Behaviour

3

This course is designed to introduce students to the biological bases of human behaviours. Topic studied include: The history of, theories, and current advances of biopsychology, anatomy and function of central nervous system, brain damage and neuroplasticity, organization of sensory systems, biological bases of cognitive functioning (learning, language & memory), biopsychology of motivation, cognition and emotion, and biological aspects of psychiatric illnesses. Students are expected to develop a good understanding of the bidirectional relationship between neurophysiology and behaviors. Issues of how culture interact with human neurobiology will be presented and

discussed as the backdrop of this course to enhance student's awareness of the roles of culture in shaping human biology.

PSYD 641 - Social Psychology & Individual Differences

3

This course examines the principal theories and concepts of social psychology. Focus will be on understanding the role of social context and individual differences on human behaviour, with particular attention to diversity-related factors. This course will survey self- and other-perception; social cognition; attitude formation; stereotypes, prejudice and discrimination; aggression; altruism; and interpersonal attraction, etc.

PSYD 647 - Biopsychosocial Bases of Health & Dysfunction - Adult

3

This course is designed to provide students with the foundational knowledge and skills necessary for understanding diagnoses in adulthood from a biopsychosocial perspective. A broad introduction to the biopsychosocial etiologies of mental disorders and therapeutic approaches (e.g., psychodynamic, cognitive-behavioral therapies, etc.) commonly used for treatment will be reviewed. Clinical features of a wide range of mental disorders (e.g., psycho-physiological, anxiety, stress-related dysfunctions, personality, mood, and psychotic disorders) will be examined. Students will familiarize themselves with the DSM-5 classification of disorders (with a focus on adulthood).

PSYD 648 - Biopsychosocial Bases of Health And Dysfunction - Child

3

This course is designed to provide students with the foundational knowledge and skills necessary for understanding diagnoses in childhood from a biopsychosocial perspective. A broad introduction to the biopsychosocial etiologies of mental disorders and therapeutic approaches (e.g., psychodynamic, cognitive-behavioral therapies, etc.) commonly used for treatment will be reviewed. Clinical features of a wide range of mental disorders (e.g., psycho-physiological, anxiety, stress-related dysfunctions, personality, mood, and psychotic disorders) will be examined. Students will familiarize themselves with both the 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 & Professional Practice in Psychology

3

This course is designed to provide students with a solid foundation for the ethical practice of professional psychology in Canada. Students will learn the Canadian Psychological Association Code of Ethics (4th Edition, 2017) and the Code of Conduct of the College of Psychologists of British Columbia (CPBC). The focus of the course will include ethical standards, privacy, boundaries, rights of clients, credentialing, mental health codes and legislation and including court decisions affecting mental health professionals. This course will also introduce ethical guidelines for the primary realms of professional psychology practice: clinical, research, teaching, assessment and acquaint students with the Research Ethics Board (REB), its functions and requirements. 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

This course is designed to acquaint students with the fundamental principles of humanistic-existential approaches to psychotherapy. 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 humanistic/existential interventions (e.g., Emotion-Focused Therapy). Students will learn the guiding principles as well as specific techniques associated with these models of treatment.

PSYD 663 - Introduction to Child and Family Intervention

3

This course will provide an overview of a number of models of family therapy (example: Bowenian Family Therapy, Attachment Theory, Emotion-Focused Family Therapy, and Gottman). Special topics pertaining to children/adolescents and family will be explored. All of these models will be critiqued for gender and cultural bias and safeguards to limit these biases. Students will be encouraged to examine these models for their degree of fit with variables such as the student's theoretical orientation, clinical experience, expected professional context, cultural background and gender.

PSYD 670 - Psychodynamic Approaches to Intervention

3

This course provides an overview of some current theories of psychoanalytic/psychodynamic theory and practical applications to the treatment of common psychological disorders. Students develop an understanding of the basic therapeutic techniques used in psychodynamic therapy. Case examples are presented through role-play, video clips, and 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 diversity-related factors are explored.

PSYD 675 - Structural and Sociocultural Bases Of Health and Disfunction

3

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

PSYD 680 - Supervision and Consultation

3

This course 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

This course is an introduction to the scientific principles and clinical information needed for a basic understanding of the uses and limitations of the major classes of psychopharmacologic agents. The course builds on the material introduced in the prerequisite courses on biological bases of behaviour.

PSYD 691 - Doctoral Clinical Qualifying Exam - Intervention

0

Please refer to the current DCQE Handbook for full description.

PSYD 692 - The Role of the Psychologist in Management, Administration, and Leadership

3

This course will focus on preparing students to assume administrative and management roles in behavioural 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 modelling that will permit students to begin or continue the career-long development of their organizational leadership skills. 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

Please refer to the current Practicum Handbook for full description.

PSYD 702 - Assessment Practicum II

1

Please refer to the current Practicum Handbook for full description.

PSYD 703 - Assessment Practicum III

1

Please refer to the current Practicum Handbook for full description.

PSYD 709 - Supplemental Practicum Continued

0

This practicum should only be taken after a student has registered for and completed the Assessment and/or therapy Practicum sequences. It can allow for completion of an existing practicum contract that extends beyond the final semester of registration, or it can be used to allow a student to complete additional hours of practicum in order to meet program and registration requirements or as an optional activity to develop advanced competencies in psychological assessment or intervention. A student will need to continue to register for this course designation as long as they

continue to be in practicum. Please see the full description of Therapy Practicum requirements in the Practicum Handbook (Appendix G).

PSYD 704 - Therapy Practicum I

1

Please refer to the current Practicum Handbook for full description.

PSYD 705 - Therapy Practicum II

1

Please refer to the current Practicum Handbook for full description.

PSYD 706 - Therapy Practicum III

1

Please refer to the current Practicum Handbook for full description.

PSYD 711 - Assessment Practicum Seminar I

1

Taken concurrently with the assessment practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, psychometric testing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to review and discuss assessment cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE.

PSYD 712 - Assessment Practicum Seminar II

1

Taken concurrently with the assessment practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, psychometric testing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to review and discuss assessment cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE.

PSYD 713 - Assessment Practicum Seminar III

1

Taken concurrently with the assessment practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, psychometric testing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to review and discuss assessment cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE.

PSYD 714 - Therapy Practicum Seminar I

1

Taken concurrently with the therapy practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to review and discuss intervention cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE. This seminar runs concurrent with your therapy practicum training, and may not be transferred or waived

PSYD 715 - Therapy Practicum Seminar II

1

Taken concurrently with the therapy practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to review and discuss intervention cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE.

PSYD 716 - Therapy Practicum Seminar III

1

Taken concurrently with the therapy practicum, this seminar provides a setting for the student to discuss the fundamentals of clinical and diagnostic interviewing, formulation of DSM-5 diagnostic impressions, and diversity and system-related issues. The course principally affords the student with an opportunity to review and discuss intervention cases from their practica. 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 student colleagues. Finally, this course is intended to help students prepare for their DCQE.

PSYD 900 - Doctoral Dissertation Seminar: Proposal I

1

This course is designed to carry out the foundational work involved in developing and conceptualizing the dissertation topic. The focus is to construct a dissertation committee, and map out the various stages of the dissertation process.

PSYD 901 - Doctoral Dissertation Seminar: Proposal II

1

This course focuses on research proposal development in the student's chosen area of research. Students are required to complete the proposal work and receive the approval of the dissertation committee. The successful completion of this proposal work is required before the commencement of internship. Students must continue to register in this course

until the dissertation proposal is successfully approved by the committee. After three consecutive failures, the student's status in the program is subject to review.

Prerequisites: Student must complete PSYD-900 prior to registering for this course.

PSYD 901.1 - Doctoral Dissertation Seminar: Proposal II Continued

0

This course is designed for students who have successfully completed 901 but have not yet received approval for their dissertation proposal. Students will continue to enrol in this course till the completion and approval of their proposal. Once the dissertation proposal is approved then students can progress to the dissertation seminar series.

Prerequisites: Student must complete PSYD-901 prior to registering for this course

PSYD 902 - Doctoral Dissertation Seminar I

1

Students who received approval for their proposal must continue to make consistent progress on their dissertation work. This course is focused on assisting the student with various stages of executing the dissertation study.

Prerequisites: Student must complete PSYD-901 prior to registering for this course.

PSYD 903 - Doctoral Dissertation Seminar II

1

Students who received approval for their proposal must continue to make consistent progress on their dissertation work. This course is focused on assisting the student with various stages of executing the dissertation study.

Prerequisites: Student must complete PSYD-902 prior to registering for this course.

PSYD 904 - Doctoral Dissertation Seminar III

1

Students who received approval for their proposal must continue to make consistent progress on their dissertation work. This course is focused on assisting the student in continuing to advance with dissertation work and must demonstrate steady progress toward completion of the dissertation requirement.

Prerequisites: Student must complete PSYD-903 prior to registering for this course.

PSYD 906 - Doctoral Dissertation Seminar Continued

0

Doctoral students who are continuing to work on their thesis and have already registered for and completed the Doctoral Dissertation Seminar courses must register each term for this course and pay the required fee to remain in good standing. Students enrolled in Doctoral Dissertation Seminar Continued are expected to make steady and consistent progress on completion of their dissertation.

Prerequisites: Student must register for PSYD-904 prior to registering for this course.

PSYD 990 - Doctoral CQE - Assessment

0

Please refer to the current DCQE Handbook for full description.

- PSYD *** - Clinical Elective Credits: 3

PSYD 929 - Doctoral Internship Full-Time

1

Prerequisites: Successful completion of the Doctoral Comprehensive Examinations, doctoral dissertation proposal, and permission of the Director of Clinical Training based on completion of all necessary practica and foundational courses. All students must complete 2000-internship of training over a 12-month period (with the option of a half-time internship completed over a 24-months period). Most internships are full time and require a 12-months commitment. The internship is designed to provide an intensive clinical experience building skills acquired during the first four years of the program, e.g., practica, coursework, and supervision. The Director of Clinical Training assists students in identifying appropriate sites. Students enroll in the fall term, and must enroll in three consecutive terms for the internship.

PSYD 930 - Doctoral Internship Full-Time

1

Prerequisites: Successful completion of the Doctoral Comprehensive Examinations, doctoral dissertation proposal, and permission of the Director of Clinical Training based on completion of all necessary practica and foundational courses. All students must complete 2000-internship of training over a 12-month period (with the option of a half-time internship completed over a 24-months period). Most internships are full time and require a 12-months commitment. The internship is designed to provide an intensive clinical experience building skills acquired during the first four years of the program, e.g., practica, coursework, and supervision. The Director of Clinical Training assists students in identifying appropriate sites. Students enroll in the fall term, and must enroll in three consecutive terms for the internship.

Prerequisites: Student must complete PSYD-929 prior to registering for this course.

PSYD 931 - Doctoral Internship Full-Time

1

Prerequisites: Successful completion of the Doctoral Comprehensive Examinations, doctoral dissertation proposal, and permission of the Director of Clinical Training based on completion of all necessary practica and foundational courses. All students must complete 2000-internship of training over a 12-month period (with the option of a half-time internship completed over a 24-months period). Most internships are full time and require a 12-months commitment. The internship is designed to provide an intensive clinical experience building skills acquired during the first four years of the program, e.g., practica, coursework, and supervision. The Director of Clinical Training assists students in identifying appropriate sites. Students enroll in the fall term, and must enroll in three consecutive terms for the internship.

or

- PSYD 932 - Doctoral Internship Part-Time
- PSYD 933 - Doctoral Internship Part-Time
- PSYD 934 - Doctoral Internship Part-Time
- PSYD 935 - Doctoral Internship Part-Time
- PSYD 936 - Doctoral Internship Part-Time
- PSYD 937 - Doctoral Internship Part-Time

PSYD 938 - Doctoral Internship Ft Continued

0

This internship continued is for student who have not completed 2000-internship of training over a 12 month period and require more time. Students must have approval from the Director of Clinical Training before enrolling in PSYD 938.

Prerequisites: Student must complete PSYD-929, PSYD-930, and PSYD-931 prior to registering for this course.

Total Credit Hours Required: 107

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

Note: Curriculum requirements may change in accordance with approval from the British Columbia Minister of Post-Secondary Education and Future Skills .

Curriculum Sequence

Students should take courses described in the curriculum sequence provided by the program 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 a longer time to complete the degree. Sequence may be subject to alteration, and therefore may vary across different cohorts.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Nov. 9, 2022 having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master's Level Programs

Master of Arts in Counselling Psychology, (MACP)

Program Overview

The Master of Arts in Counselling Psychology (MACP), in alignment with Adler University's scholar-practitioner-advocate 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 five 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 lifelong 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; (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; and (5) to prepare graduates with the theoretical and scholarship foundations for further academic study at the doctoral level.

This comprehensive program can be completed in a two-year period as a full-time student, including summer terms, 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.

Practicum - Vancouver Campus

An integral part of the M.A. in Counselling Psychology 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 (SJP)

Students completing first-year coursework will spend eight 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 200 hours of SJP is required. For more information, students should contact the manager of Community Action and Engagement, Vancouver Campus.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the student sits for the MCQE.

Clinical Practicum

After completion of all first-year coursework, students should expect to spend two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, Practicum Continuation, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum of 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP 506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

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 Preparation for the M.A. Thesis (MACP 525). Once students register for MACP 525, they are required to continuously register in M.A. Thesis courses (MACP 526, MACP 527, and MACP 528) over the next three consecutive terms. Students who have not completed their thesis after registering for MACP 526, MACP 527, and MACP 528 are required to register for M.A. Thesis Continuation (MACP 529) 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. Please see the MACP Thesis Handbook for specific thesis timeline requirements. 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.

Admission Requirements

Adler University takes great pride in its diverse student body. Students represent 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.

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 GPA 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 in lifespan/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.
- Approved applicants will be evaluated through a 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.

Graduation Requirements

1. Satisfactory completion of 59 required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of practicum.
3. Satisfactory completion of a minimum of 200 hours of Social Justice Practicum.
4. A cumulative GPA of 3.30 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.

Degree Requirements

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

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the

individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 474 - Advanced Counselling Skills and Interventions

3

This course will focus on more advanced counselling skills (e.g., silence, immediacy, self-disclosure, use of metaphor, inferring client feelings, enhancing responses, body awareness). Students will be introduced to theories of change and will learn and practice interventions related to those theories from different counselling orientations. All counselling will be approached and practiced through a multicultural and diversity lens. The course will also cover evidenced based research that supports the importance of developing counsellor-client relationships as well as the use and application of interventions. The growth of self as counsellor will be developed around self-reflexivity, self-compassion, self-care, resiliency, and use of feedback.

Prerequisites: Student must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The

course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MACP 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 525 - Preparation for MA Thesis

1

This seminar will provide students with an opportunity to meet in a small group format with peers and their thesis supervisor as part of the thesis advising process. With guidance from their Supervisor and peers, students will review and discuss their thesis topics and research methodologies with the goal of developing, refining and completing their thesis proposal by the end of the seminar. Students will also learn about the ethical responsibilities related to conducting psychological research and be expected to work on their Ethics application during the term.

Prerequisites: Student must complete MACP-495 prior to registering for this course.

MACP 526 - M.A. Thesis I

1

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. Students are required to take this course prior to registering for MACP-527.

Prerequisites: Student must complete MAC-525 or MACP-525 prior to registering for this course.

MACP 527 - M.A. Thesis II

1

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.

Prerequisites: Student must complete MAC-526 or MACP-526 prior to registering for this course.

MACP 528 - M.A. Thesis III

1

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.

Prerequisites: Student must complete MAC-527 or MACP-527 prior to registering for this course.

MACP 529 - M.A. Thesis Continuation

0

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 MACP program.

Prerequisites: Student must complete MAC-528 or MACP-528 prior to registering for this course.

MACP 610 - Practicum Continued

0

This course is required when the amount of time needed in the Masters Practicum exceeds 2 terms (MACP 506 and MACP 507). The Training Director will make a referral to this course.

Prerequisites: Requires approval from the Director of Training.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited

control (e.g., public policy, institutional practices and behaviours, and large macrorends). Therefore, effective socially responsible intervention and problem-solving requires an ability to see and analyze the structures and systems that fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

Clinical Elective Course Options (Students must select two)

MACP 438 - Introduction to Addictive Disorders

3

This course is designed to provide an introduction to substance use disorders measured on a continuum from mild to severe throughout a person's lifespan. Included is an overview of the information needed to assess substance use disorders and compulsive addictive behaviours along with the relevant treatment models, and to provide the tools to recognize the signs and symptoms of substance use, misuse, abuse, dependence, and dual disorders. The understanding of basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the sociocultural historic development of self-help groups, treatment delivery systems, and social justice issues.

MACP 569 - Lifestyle & Career Development

3

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. Career counselling is a collaborative process designed to help clients to clarify, specify, implement, and adjust to work-related decisions throughout the life span with the aim of assisting individuals in locating a career that is meaningful, productive, and fulfilling. This course will critically survey career development theories, issues, and practices that have specific applications to career counselling and their effectiveness.

Prerequisites: Student must complete MACP-472 MACP-520, MACP 505 and MACP 641 prior to registering for this course.

MACP 673 - Advanced Adlerian Intervention

3

The theoretical principles of Individual Psychology (IP) including holism, phenomenology, teleology, and social interest are applied to address the cognitive, affective, and socio-cultural dimensions of personality development. The impact of unique and creative perception in the formation of an individual's self, ethical, and world view will be demonstrated. Adlerian personality assessment or style of life will be emphasized as an assessment tool in the cache of the IP practitioner. Family constellation (system), early memories, dreams, life tasks, and their meaningful significance and usefulness will be used to gain an understanding of each client's unique personality development. Adlerian concepts will be practically applied to approaches to counselling and therapy. Interventions that are congruent with theoretical assumptions such as social interest, holism, phenomenology, and teleology will be examined. The life style assessment will be used to develop comprehensive, diverse and culturally specific treatment plans and goals. Adlerian therapeutic techniques will be examined and practiced.

Prerequisites: Student must complete MACP-402, MACP-505, MACP-520 AND MACP 472 prior to registering for this course.

MACP 674 - Introduction to Sex Therapy

3

This course provides an introduction to sex therapy, with a focus on the foundational underpinnings required for clinical practice. The course will address theory and research about the historical, biological, psychological and social/cultural influences on human sexuality and its expression. Students will critically examine their own personal biases and reactions to the material, reflect and evaluate the various forms of sexual expression and concerns for clients, consider the meaning of sex positivity and sex negativity and how it relates to sexual concerns, and learn basic skills about how to intervene in a clinical setting. Topics that will be addressed include: Sexual Anatomy, Sexual Response, Sexual Health, Gender Expression and/or Identity, Sexual Orientation, Sexual Preferences and Expression, Sexual Concerns, and Sexual Communication. Students should come prepared to examine their thoughts, beliefs, preferences, and assumptions as they relate to their own sexualities.

Prerequisites: Students must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 676 - Introduction to Depth Psychology And Psychotherapy

3

This seminar course introduces students to the theory and practice of depth psychology and psychotherapy. Because students will examine the work of Alfred Adler elsewhere in the program, this course will focus on some key ideas from the Psychoanalytic and Analytic (Jungian) traditions. Students' reflection on their personal process will form a key premise and context for their learning about depth psychology. The course will emphasize experiential learning and interactive activities. Common threads or themes in the course will include engagement with the unconscious and the dynamics of self and other. Topics addressed may include human development, working in the therapeutic frame, transference and countertransference and dream work. Critical evaluation of the constructs will include issues related diversity, social justice and social responsibility. Depth psychology and psychotherapy enriches clinical practice by providing distinct opportunities for increasing self-awareness and knowledge of inter-personal dynamics.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

Total Credit Hours Required: 59

*Required before beginning clinical practicum.

****Lab fee applied.**

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Arts in Counselling Psychology: School and Youth Concentration (Long Program), (MACP:SY)

Program Overview

The Master of Arts in Counselling Psychology: School and Youth Concentration (MACP:SY), in alignment with Adler University's scholar-practitioner-advocate model, prepares students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice with children and adolescents. The program concentration offers comprehensive and personal graduate degree training that qualifies students as counselling professionals in a primarily 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.

The five established MACP:SY objectives are (1) to train graduates to ethically assess and skillfully intervene with a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse young clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong 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; (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 healthy communities stemming from Adler University's mission towards social interest; and (5) to prepare graduates with the theoretical and scholarship foundations for further academic study at the doctoral level.

This comprehensive program is designed for qualified teachers in British Columbia who have been granted the BC Teacher Federation's Teacher Qualification Service (TQS) Category 4 and want to upgrade their training to Category 6. This degree program has been pre-approved by the TQS to be an acceptable graduate degree as a "long program" to meet the criteria of completing the course credits, capstone project, and master's degree necessary for Category 4 teachers to obtain Category 6. As stated on the TQS website, each individual teacher should contact the TQS to request pre-approval for their Category 6 education plan and to have their undergraduate education and other coursework considered within this qualification process. This program can be completed in a two-year period as a full-time student, including summer terms, if courses are completed according to the curriculum sequence below. This program is identical to the Master of Counselling Psychology: School and Youth Concentration (Long Program) but requires the successful completion of a thesis.

Graduates of the program are well prepared for a wide variety of mental health positions in schools, 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.

Graduation Requirements

1. Satisfactory completion of 62 required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of clinical practicum.
3. Satisfactory completion of a minimum of 200 hours of Social Justice Practicum.
4. A cumulative GPA of 3.30 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 GPA 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 in lifespan/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.

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: School and Youth Concentration 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 community-oriented practicum experience, the 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' clinically oriented 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

In their first year, students will spend eight 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 200 hours of SJP is required. For more information, 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 two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, practicum continued, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the students sit for the MCQE.

M.A. Thesis - Vancouver Campus

Students are required to complete a research-based thesis as a capstone project of their MACP degree. Students begin the thesis process by registering for Preparation for M.A. Thesis (MACP 525). Once students register for MACP 525, they are required to continuously register in M.A. Thesis courses (MACP 526, MACP 527, and MACP 528) over the next three consecutive terms. Students who have not completed their M.A. Thesis after registering for MACP 526, MACP 527, and MACP 528 are required to register for M.A. Thesis Continuation (MACP 529) 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. Please see the MACP Thesis Handbook for specific thesis timeline requirements. 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. Visit Adler Connect for the current MACP Thesis Handbook.

Degree Requirements

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

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in

community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment

planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

PCO 610 - Practicum Continuation

0

Master's level students are most likely to enroll for this course in the summer term after enrolling for practicum in the fall and spring term. Students who register for this course must also pay for the liability fee associated with practicum training.

Prerequisites: Students must have completed all of their practicum requirements.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macro-trends). Therefore, effective socially responsible intervention and problem-solving requires an ability to see and analyze the structures and systems that fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MSYC 582 - School Counselling and Consultation

3

This course will broadly explore the role of the school counsellor in K-12 education settings. Students will critically examine how current theories in counselling psychology inform various therapeutic approaches to supporting the social, emotional, and behavioural needs of students in elementary, middle and secondary schools. Class sessions will include exploration of school counselling-related topics including relevant laws and ethics, specific application of child/adolescent guidance programs, and evidence-based practice in comprehensive school counselling programs, and an introduction to legal and ethical obligations.

MSYC 583 - Child Development and Counselling

3

This course provides an overview of knowledge and approaches to counselling that are developmentally appropriate for children (approximately 4-11 years of age). Theories, techniques, and strategies for working with children are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with experience in skill development using individual counselling and play therapy. This course is divided into two sections: Half of the course will focus on child development and the other half will focus on counselling skills.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MSYC 584 - Adolescent Development and Counselling

3

This course provides an overview of developmentally appropriate knowledge and approaches to counselling adolescents (approximately 12-19 years of age). Theories, techniques, and strategies for working with adolescents are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with in-depth experience in skill development using individual and group counselling and group guidance.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling

practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

MACP 525 - Preparation for MA Thesis

1

This seminar will provide students with an opportunity to meet in a small group format with peers and their thesis supervisor as part of the thesis advising process. With guidance from their Supervisor and peers, students will review and discuss their thesis topics and research methodologies with the goal of developing, refining and completing their thesis proposal by the end of the seminar. Students will also learn about the ethical responsibilities related to conducting psychological research and be expected to work on their Ethics application during the term.

Prerequisites: Student must complete MACP-495 prior to registering for this course.

MACP 526 - M.A. Thesis I

1

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. Students are required to take this course prior to registering for MACP-527.

Prerequisites: Student must complete MAC-525 or MACP-525 prior to registering for this course.

MACP 527 - M.A. Thesis II

1

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.

Prerequisites: Student must complete MAC-526 or MACP-526 prior to registering for this course.

MACP 528 - M.A. Thesis III

1

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.

Prerequisites: Student must complete MAC-527 or MACP-527 prior to registering for this course.

MACP 529 - M.A. Thesis Continuation

0

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 MACP program.

Prerequisites: Student must complete MAC-528 or MACP-528 prior to registering for this course.

Clinical Elective Course Options (Students must select one)

MACP 438 - Introduction to Addictive Disorders

3

This course is designed to provide an introduction to substance use disorders measured on a continuum from mild to severe throughout a person's lifespan. Included is an overview of the information needed to assess substance use disorders and compulsive addictive behaviours along with the relevant treatment models, and to provide the tools to recognize the signs and symptoms of substance use, misuse, abuse, dependence, and dual disorders. The understanding of basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the sociocultural historic development of self-help groups, treatment delivery systems, and social justice issues.

MACP 569 - Lifestyle & Career Development

3

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. Career counselling is a collaborative process designed to help clients to clarify, specify, implement, and adjust to work-related decisions throughout the life span with the aim of assisting individuals in locating a career that is meaningful, productive, and fulfilling. This course will critically survey career development theories, issues, and practices that have specific applications to career counselling and their effectiveness.

Prerequisites: Student must complete MACP-472 MACP-520, MACP 505 and MACP 641 prior to registering for this course.

MACP 673 - Advanced Adlerian Intervention

3

The theoretical principles of Individual Psychology (IP) including holism, phenomenology, teleology, and social interest are applied to address the cognitive, affective, and socio-cultural dimensions of personality development. The impact of unique and creative perception in the formation of an individual's self, ethical, and world view will be

demonstrated. Adlerian personality assessment or style of life will be emphasized as an assessment tool in the cache of the IP practitioner. Family constellation (system), early memories, dreams, life tasks, and their meaningful significance and usefulness will be used to gain an understanding of each client's unique personality development. Adlerian concepts will be practically applied to approaches to counselling and therapy. Interventions that are congruent with theoretical assumptions such as social interest, holism, phenomenology, and teleology will be examined. The life style assessment will be used to develop comprehensive, diverse and culturally specific treatment plans and goals. Adlerian therapeutic techniques will be examined and practiced.

Prerequisites: Student must complete MACP-402, MACP-505, MACP-520 AND MACP 472 prior to registering for this course.

MACP 674 - Introduction to Sex Therapy

3

This course provides an introduction to sex therapy, with a focus on the foundational underpinnings required for clinical practice. The course will address theory and research about the historical, biological, psychological and social/cultural influences on human sexuality and its expression. Students will critically examine their own personal biases and reactions to the material, reflect and evaluate the various forms of sexual expression and concerns for clients, consider the meaning of sex positivity and sex negativity and how it relates to sexual concerns, and learn basic skills about how to intervene in a clinical setting. Topics that will be addressed include: Sexual Anatomy, Sexual Response, Sexual Health, Gender Expression and/or Identity, Sexual Orientation, Sexual Preferences and Expression, Sexual Concerns, and Sexual Communication. Students should come prepared to examine their thoughts, beliefs, preferences, and assumptions as they relate to their own sexualities.

Prerequisites: Students must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 676 - Introduction to Depth Psychology And Psychotherapy

3

This seminar course introduces students to the theory and practice of depth psychology and psychotherapy. Because students will examine the work of Alfred Adler elsewhere in the program, this course will focus on some key ideas from the Psychoanalytic and Analytic (Jungian) traditions. Students' reflection on their personal process will form a key premise and context for their learning about depth psychology. The course will emphasize experiential learning and interactive activities. Common threads or themes in the course will include engagement with the unconscious and the dynamics of self and other. Topics addressed may include human development, working in the therapeutic frame, transference and countertransference and dream work. Critical evaluation of the constructs will include issues related diversity, social justice and social responsibility. Depth psychology and psychotherapy enriches clinical practice by providing distinct opportunities for increasing self-awareness and knowledge of inter-personal dynamics.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

Total Credit Hours Required: 62

(63 if student takes Thesis Continuation)

*Required before beginning practicum

**Lab fee applied

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Arts in Counselling Psychology: School and Youth Concentration, (MACP:SY)

Program Overview

The Master of Arts in Counselling Psychology: School and Youth Concentration (MACP:SY), in alignment with Adler University's scholar-practitioner-advocate model, prepares students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice with children and adolescents. The program concentration offers comprehensive and personal graduate degree training that qualifies students as counselling professionals in a primarily 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.

The five established MACP:SY objectives are: (1) to train graduates to ethically assess and skillfully intervene with a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse young clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong 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; (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 healthy communities stemming from Adler University's mission towards social interest; and (5) to prepare graduates with the theoretical and scholarship foundations for further academic study at the doctoral level.

This comprehensive program can be completed in a two-year period as a full-time student, including summer terms, if courses are completed according to the curriculum sequence below. This program is identical to the Master of Counselling Psychology: School and Youth Concentration but requires the successful completion of a thesis.

Graduates of the program are well prepared for a wide variety of mental health positions in schools, 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.

Graduation Requirements

1. Satisfactory completion of 59 required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of clinical practicum.
3. Satisfactory completion of a minimum of 200 hours of Social Justice Practicum.

4. A cumulative GPA of 3.30 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.

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 GPA 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 in lifespan/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.
- Approved applicants will be evaluated through a 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: School and Youth Concentration 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 community-oriented practicum experience, the 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' clinically-oriented 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 (SJP)

In their first year, students will spend eight 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 200 hours of SJP is required. Students should contact the Manager of Community Action and Engagement, Vancouver Campus.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the student sits for the MCQE.

Clinical Practicum

After completion of all first-year coursework, students should expect to spend two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, Practicum Continuation, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum of 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP 506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

M.A. Thesis - Vancouver Campus

Students are required to complete a research-based thesis as a capstone project of their MACP degree. Students begin the thesis process by registering for Preparation for M.A. Thesis (MACP 525). Once students register for MACP 525, they are required to continuously register in M.A. Thesis courses (MACP 526, MACP 527, and MACP 528) over the next three consecutive terms. Students who have not completed their thesis after registering for MACP 526, MACP 527, and MACP 528 are required to register for M.A. Thesis Continuation (MACP 529) 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. Please see the MACP Thesis Handbook for specific thesis timeline requirements. 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. See Adler Connect for the current MACP Thesis Handbook.

Degree Requirements

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

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-

awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

PCO 610 - Practicum Continuation

0

Master's level students are most likely to enroll for this course in the summer term after enrolling for practicum in the fall and spring term. Students who register for this course must also pay for the liability fee associated with practicum training.

Prerequisites: Students must have completed all of their practicum requirements.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies

commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macrotrends). Therefore, effective socially responsible intervention and problem-solving requires an ability to see and analyze the structures and systems that fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system,

and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MSYC 582 - School Counselling and Consultation

3

This course will broadly explore the role of the school counsellor in K-12 education settings. Students will critically examine how current theories in counselling psychology inform various therapeutic approaches to supporting the social, emotional, and behavioural needs of students in elementary, middle and secondary schools. Class sessions will include exploration of school counselling-related topics including relevant laws and ethics, specific application of child/adolescent guidance programs, and evidence-based practice in comprehensive school counselling programs, and an introduction to legal and ethical obligations.

MSYC 583 - Child Development and Counselling

3

This course provides an overview of knowledge and approaches to counselling that are developmentally appropriate for children (approximately 4-11 years of age). Theories, techniques, and strategies for working with children are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with experience in skill development using individual counselling and play therapy. This course is divided into two sections: Half of the course will focus on child development and the other half will focus on counselling skills.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MSYC 584 - Adolescent Development and Counselling

3

This course provides an overview of developmentally appropriate knowledge and approaches to counselling adolescents (approximately 12-19 years of age). Theories, techniques, and strategies for working with adolescents are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with in-depth experience in skill development using individual and group counselling and group guidance.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

MACP 525 - Preparation for MA Thesis

1

This seminar will provide students with an opportunity to meet in a small group format with peers and their thesis supervisor as part of the thesis advising process. With guidance from their Supervisor and peers, students will review and discuss their thesis topics and research methodologies with the goal of developing, refining and completing their thesis proposal by the end of the seminar. Students will also learn about the ethical responsibilities related to conducting psychological research and be expected to work on their Ethics application during the term.

Prerequisites: Student must complete MACP-495 prior to registering for this course.

MACP 526 - M.A. Thesis I

1

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. Students are required to take this course prior to registering for MACP-527.

Prerequisites: Student must complete MAC-525 or MACP-525 prior to registering for this course.

MACP 527 - M.A. Thesis II

1

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.

Prerequisites: Student must complete MAC-526 or MACP-526 prior to registering for this course.

MACP 528 - M.A. Thesis III

1

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.

Prerequisites: Student must complete MAC-527 or MACP-527 prior to registering for this course.

MACP 529 - M.A. Thesis Continuation

0

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 MACP program.

Prerequisites: Student must complete MAC-528 or MACP-528 prior to registering for this course.

Total Credit Hours Required: 59

*Required before beginning practicum

**Lab fee applied

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Arts in Industrial and Organizational Psychology, (MAIOP)

Program Overview

The Master of Arts in Industrial and Organizational Psychology (MAIOP) is designed for those looking to deepen their expertise in workplace psychology and drive meaningful change in organizational settings. The program integrates research, theory, and applied practice in areas such as organizational research and design, talent management, consulting, psychometrics, leadership, and organization development across business, industry, and the public sector. With a focus on real-world application, students develop the skills needed to analyze and enhance workplace systems at individual, team, and organizational levels.

Students engage in two practica: a 200-hour Social Justice Practicum, which emphasizes the application of psychological principles to equity and inclusion efforts, and a 300-hour Organizational Development Practicum, where students work directly within organizations to implement strategic solutions. The program also includes a primary research master's thesis, requiring students to critically engage with research and theory while demonstrating their ability to apply psychological principles in professional practice. The thesis provides a foundation for those interested in advancing research or further academic study.

Courses are offered in flexible weekday, evening, and weekend formats, allowing students to maintain professional and personal commitments while progressing through the program. Within the first month of study, students are required to obtain and maintain membership with the Canadian Psychological Association (CPA), ensuring they stay connected to industry standards and professional development opportunities.

Graduates of the core M.A. in Organizational Psychology program are not eligible for registration as a clinical counsellor.

Admission Requirements

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

- A baccalaureate degree or equivalent from an accredited institution.
- A GPA of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework.
- International students must have a minimum score in one of the following English proficiency tests:
 - 92 or better on the Internet-based TOEFL (iBT) with no band lower than 22.
 - 7.0 IELTS overall with no bands below 6.5.
 - PTE must have a minimum score of 62.

Applicants are required to submit the following items to be considered for admission:

- Application and application fee.
- Statement of Intent answering the following questions:
Please respond to the following questions in your Statement of Intent letter. Your letter should be coherent, well-organized, and reflect your voice and experiences. This is your opportunity to demonstrate your passion for psychology and suitability for the Adler University master's program. Ensure your letter is double-spaced, does not exceed three pages, and please use "headings" so that you answer each question.
- **Who are you, and where do you come from?**
Describe your background, including where you grew up and any significant personal experiences, family influences, or cultural factors shaping your interest in psychology.
- **What ignited your passion for psychology?**
Discuss a specific event, experience, or realization that sparked your interest in psychology. Include any relevant coursework, research, volunteer work, or personal experiences that have further fueled your passion for the field.
- **Why are you interested in the master's program at Adler University?**
Explain why you are specifically interested in the master's program you are applying for at Adler University.
- **Where do you see yourself in future practice?**
Describe your career aspirations and how you plan to apply your degree in your future career. Whether it be in consulting, research, teaching, or another area within psychology, explain how you intend to make a positive impact on the lives of others.
- **Personal Reflection: What is your greatest strength and area for improvement, academically and professionally?**
Reflect on your greatest strength and your area for academic and professional development. Provide specific examples that highlight these aspects of your development.

The following items are also required as part of the application process.

- Resume or Curriculum Vitae.
- Official transcripts from all undergraduate and graduate schools attended (U.S. and Canada)
 - *Transcripts should be sent directly to the Office of Admissions.*
 - *Unofficial transcripts are accepted for any schools in which a degree was not received.*
- Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the Office of Admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions advisor if you require more details.

- All applicants who meet the minimum requirements in (1) and (2) will be required to interview with a program representative. Applicants will be assessed on their academic background, work and/or volunteer experience, fit with the University mission, and the program of interest. Based on the interview, the decision will be (a) direct admission to the graduate program of interest or (b) denied admission.

*Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

Practicum - Vancouver Campus

Social Justice Practicum (SJP)

In their first year of the program, students will spend eight 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. A minimum of 200 hours of SJP is required. For more information, students should contact the manager of Community Action and Engagement, Vancouver Campus.

Professional Practicum

Students are required to complete a 240-hour organizational development practicum, which is typically completed in an organizational setting. Prior to commencing the practicum, each student will receive a review by program faculty to ensure capacity and readiness to complete the practicum. Students receive supervision by designated practitioners in the organizational setting, as well as via supervision by the Organizational Psychology faculty of Adler University. The goal of the practicum is for students to build their capacity as a practitioner by applying their knowledge, skills, attitudes, and values from their experience in the program. 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 nonprofit organizations, EAP firms, management consulting firms, and relocation or outplacement firms.

Graduation Requirements

1. Satisfactory completion of 38 credit hours, including all required courses.
2. Satisfactory completion of 200 hours of the Social Justice Practicum.
3. Satisfactory completion of 240 hours of organizational development practicum.
4. A cumulative GPA of 3.30 or higher, and no more than two courses or six credits with a final grade of C.
5. Successful completion of the MAIOP Thesis.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.

Degree Requirements

The following courses are required for this degree. It is strongly recommended that students take courses following the curriculum sequence described below to ensure timely progress in meeting program requirements.

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

Core Courses

MAIOP 215 - Leadership Development

3

This course addresses the principles of identifying and developing individual leader potential and organizational leadership capacity.

MAIOP 222 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MAIOP 225 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

MAIOP 226 - Social Justice Practicum Continued

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after MAIOP-225.

MAIOP 515 - Communication Theory and Practice

3

This course focuses on being an effective consultant. Acting as an effective consultant requires various skills including accurate self-awareness and effective interpersonal communication skills.

MAIOP 525 - Statistical Methods At Work

3

This course is designed to provide students with knowledge and skills relevant to application of statistical analyses that are essential to supplement organizational effectiveness.

Prerequisites: Student must complete MAIOP-546 prior to registering for this course.

MAIOP 546 - Research Methods in Organizational Psychology

3

This course discusses the assumptions and methods of a range of research designs used in Organizational and Applied 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 behaviour.

MAIOP 547 - Group Theory and Team Dynamics

3

This course focuses on group/team structures and processes in organizations. This course provides students with the knowledge, understanding, and skills to effectively facilitate groups and teams and support their development.

MAIOP 550 - MAIOP Thesis Preparation

1

This seminar will provide students with an opportunity to meet in a small group format with peers and their thesis advisor as part of the thesis advising process.

Prerequisites: MAIOP-546 must be taken prior to registering for this course

MAIOP 551 - MAIOP Thesis I

1

The MAIOP Thesis 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.

Prerequisites: MAIOP-550 must be taken prior to registering for this course

MAIOP 552 - MAIOP Thesis II

1

The MAIOP Thesis 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.

Prerequisites: MAIOP-551 must be taken prior to registering for this course

MAIOP 553 - MAIOP Thesis III

1

The MAIOP Thesis 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.

Prerequisites: MAIOP-552 must be taken prior to registering for this course

MAIOP 576 - Strategic Human Resource Management

3

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.

MAIOP 580 - Organizational Change and Development

3

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.

MAIOP 586 - Organizational Psychology Practicum

1

The Professional Practicum is an opportunity for students to develop professional competence in a work context. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and to develop a critical appreciation of the roles and functions of organizational psychology practitioners in organizations and the community.

Prerequisites: MAIOP-588 must be taken prior to registering for this course.

MAIOP 587 - Organizational Psychology Practicum Continuation

0

Continuation of MAIOP-586: The Professional Practicum is an opportunity for students to develop professional competence in a work context.

Prerequisites: MAIOP-586 must be taken prior to registering for this course.

MAIOP 588 - Organizational Psychology Practicum Seminar

1

Using a peer consultation model, this semester provides students preparing to be engaged in practicum training with an opportunity to discuss professional, development, and supervision of experiences.

Prerequisites: Student must complete MAIOP-589 prior to registering for this course.

MAIOP 589 - Introduction to IO Psychology, Systems, Ethics and Socially Responsible Practice

3

This course introduces the core principles of Industrial-Organizational (IO) Psychology, including organizational design, ethics, and social responsibility. Students will explore organizational structures, culture, and life cycles, while developing tools to address ethical challenges and promote sustainable, responsible business practices.

MAIOP 592 - Personnel Selection & Psychometric Assessment

3

This course focuses on how to conduct practical and professional psychological assessments for the purpose of personnel selection and development in organizational settings.

MAIOP 593 - Coaching and Consulting in IO Psychology

3

This course explores principles and practices of organizational coaching and consulting, emphasizing core skills such as client relationship management, contracting, responding to RFPs, and designing training interventions. Students will examine contemporary coaching and consulting practices in the context of current theory and organizational needs.

Prerequisites: Student must complete MAIOP-515 prior to registering for this course.

Total Credit Hours Required: 38

Curriculum Sequence

Students should take courses described in the curriculum sequence provided by the program to satisfy prerequisites for advanced courses and prepare for practicum placements. Not following the recommended course sequence may result in a longer time to complete the degree. Sequence may be subject to alteration and therefore may vary across different cohorts.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective June 5, 2019, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Counselling Psychology, (MCP)

Program Overview

The Master of Counselling Psychology (MCP), in alignment with Adler University's scholar-practitioner-advocate 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 lifelong 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.

Graduation Requirements

1. Satisfactory completion of 55 credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of clinical practicum and 200 hours of Social Justice Practicum.
3. A cumulative GPA of 3.30 or higher and no more than two courses or six credit hours 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.

Admissions 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 GPA 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 in lifespan/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.

Approved applicants will be evaluated through a 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 the 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 (SJP)

Students completing first-year coursework will spend eight 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 200 hours of SJP is required. Students should contact the manager of Community Action & Engagement, Vancouver Campus.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the student sits for the MCQE.

Clinical Practicum

After completion of all first-year coursework, students should expect to spend two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, Practicum Continuation, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum of 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP 506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

Degree Requirements - Core

*Required before beginning clinical practicum

**Lab fee applied

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 474 - Advanced Counselling Skills and Interventions

3

This course will focus on more advanced counselling skills (e.g., silence, immediacy, self-disclosure, use of metaphor, inferring client feelings, enhancing responses, body awareness). Students will be introduced to theories of change and will learn and practice interventions related to those theories from different counselling orientations. All counselling will be approached and practiced through a multicultural and diversity lens. The course will also cover evidenced based research that supports the importance of developing counsellor-client relationships as well as the use and application of interventions. The growth of self as counsellor will be developed around self-reflexivity, self-compassion, self-care, resiliency, and use of feedback.

Prerequisites: Student must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MACP 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macrorends). Therefore, effective socially responsible intervention and problem-solving requires an ability to see and analyze the structures and systems that fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

MACP 610 - Practicum Continued

0

This course is required when the amount of time needed in the Masters Practicum exceeds 2 terms (MACP 506 and MACP 507). The Training Director will make a referral to this course.

Prerequisites: Requires approval from the Director of Training.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

Clinical Elective Course Options (Students must select two)

MACP 438 - Introduction to Addictive Disorders

3

This course is designed to provide an introduction to substance use disorders measured on a continuum from mild to severe throughout a person's lifespan. Included is an overview of the information needed to assess substance use disorders and compulsive addictive behaviours along with the relevant treatment models, and to provide the tools to recognize the signs and symptoms of substance use, misuse, abuse, dependence, and dual disorders. The understanding of basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the sociocultural historic development of self-help groups, treatment delivery systems, and social justice issues.

MACP 569 - Lifestyle & Career Development

3

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. Career counselling is a collaborative process designed to help clients to clarify, specify, implement, and adjust to work-related decisions throughout the life span with the aim of assisting individuals in locating a career that is meaningful, productive, and fulfilling. This course will critically survey career development theories, issues, and practices that have specific applications to career counselling and their effectiveness.

Prerequisites: Student must complete MACP-472 MACP-520, MACP 505 and MACP 641 prior to registering for this course.

MACP 673 - Advanced Adlerian Intervention

3

The theoretical principles of Individual Psychology (IP) including holism, phenomenology, teleology, and social interest are applied to address the cognitive, affective, and socio-cultural dimensions of personality development. The impact of unique and creative perception in the formation of an individual's self, ethical, and world view will be demonstrated. Adlerian personality assessment or style of life will be emphasized as an assessment tool in the cache of the IP practitioner. Family constellation (system), early memories, dreams, life tasks, and their meaningful significance and usefulness will be used to gain an understanding of each client's unique personality development. Adlerian concepts will be practically applied to approaches to counselling and therapy. Interventions that are congruent with theoretical assumptions such as social interest, holism, phenomenology, and teleology will be examined. The life style assessment will be used to develop comprehensive, diverse and culturally specific treatment plans and goals. Adlerian therapeutic techniques will be examined and practiced.

Prerequisites: Student must complete MACP-402, MACP-505, MACP-520 AND MACP 472 prior to registering for this course.

MACP 674 - Introduction to Sex Therapy

3

This course provides an introduction to sex therapy, with a focus on the foundational underpinnings required for clinical practice. The course will address theory and research about the historical, biological, psychological and social/cultural influences on human sexuality and its expression. Students will critically examine their own personal biases and reactions to the material, reflect and evaluate the various forms of sexual expression and concerns for clients, consider the meaning of sex positivity and sex negativity and how it relates to sexual concerns, and learn basic

skills about how to intervene in a clinical setting. Topics that will be addressed include: Sexual Anatomy, Sexual Response, Sexual Health, Gender Expression and/or Identity, Sexual Orientation, Sexual Preferences and Expression, Sexual Concerns, and Sexual Communication. Students should come prepared to examine their thoughts, beliefs, preferences, and assumptions as they relate to their own sexualities.

Prerequisites: Students must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 676 - Introduction to Depth Psychology And Psychotherapy

3

This seminar course introduces students to the theory and practice of depth psychology and psychotherapy. Because students will examine the work of Alfred Adler elsewhere in the program, this course will focus on some key ideas from the Psychoanalytic and Analytic (Jungian) traditions. Students' reflection on their personal process will form a key premise and context for their learning about depth psychology. The course will emphasize experiential learning and interactive activities. Common threads or themes in the course will include engagement with the unconscious and the dynamics of self and other. Topics addressed may include human development, working in the therapeutic frame, transference and countertransference and dream work. Critical evaluation of the constructs will include issues related diversity, social justice and social responsibility. Depth psychology and psychotherapy enriches clinical practice by providing distinct opportunities for increasing self-awareness and knowledge of inter-personal dynamics.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Counselling Psychology: Art Therapy, (MART)

Program Overview

The Master of Counselling Psychology: Art Therapy program at Adler University Vancouver Campus combines innovative, practical, verbal, and meta-verbal skill training with a leading-edge curriculum to educate socially responsible counsellors/art therapists. The program is an integrated degree in art therapy and counselling. The program prepares students to be both counsellors and art therapists and leads to dual credentialing in art therapy and licensure in counselling. It provides education and clinical training within the context of the philosophy, theories, and principles of counselling and art therapy as well as Adlerian psychology, Adlerian art therapy and the institutional mission and vision. The program fosters collaboration, compassion, leadership, service in the community, cultural competence, innovation, and the creative artistic process in order to promote peace and healing. The program focuses on mastering clinical counselling principles, skills, and techniques that include competency in documentation, treatment planning, and diagnostics in conjunction with the principles, skills, and techniques of art therapy. The combination of the curriculum and the applied practica experiences produce graduates who are not only strong counselors and art therapists, but also socially responsible practitioners who engage in their communities and promote social justice. 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 program offers a unique environment focused on working with aesthetics and the senses to invite experiences related to therapeutic goals. Further, the program is committed to the practice of radical hospitality as part of the therapeutic context and focuses on the intersections of counselling and art therapy alongside expressive therapy modalities. The program trains graduates as both counsellors and art therapists by creatively combining coursework with practical and innovative field experience, clinical supervision focusing on professional development, artistic practice, and encouragement for continual personal development.

Counsellors and 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, private practice, correctional institutions, shelter programs and treatment centers for those who experience interpersonal violence, and community programs for indigenous populations, immigrants, and refugees.

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 Arts Qualifying Examination to ensure students graduate with the requisite skills and knowledge for entry-level practice in professional counselling and art therapy.

Program Purpose

The purpose of the Master of Counselling Psychology: Art Therapy program is to train graduates as both counsellors and art therapists by creatively combining coursework with practical and innovative field experience, clinical supervision focusing on professional development, artistic practice, and encouragement for continual personal development.

Program Objectives

The program's mission and purpose are both realized through the implementation of the six general program objectives (see below), which hold as their intention the training of professional counsellors and art therapists who are grounded in a strong theoretical framework based in the literature and research; who are also committed to life-long self-reflexivity and creativity; and are so strong in their perspective as socially responsible practitioners that they go into the world as inspired leaders promoting well-being in communities.

The six program objectives include:

1. Develop the attitudes, knowledge, and skills necessary to work professionally as counsellors and art therapists with diverse clients.
2. Synthesize counselling and art therapy theories from diverse perspectives in order to build a personal framework for practice.
3. Apply literature-based and research-based practices to enhance and expand the fields of counselling psychology and art therapy.
4. Implement creative practices that foster self-reflexivity and self-awareness to engage in life-long learning for personal and professional development and competence.
5. Embrace socially responsible practice and identify goals and tasks that foster inclusive, healthy communities to enhance well-being.
6. Develop leadership skills necessary to promote and educate communities regarding the value of integrating the arts and psychology for the purpose of human development.

Additional Program Specific Objectives

1. To develop graduates who ethically assess, appraise, evaluate, and intervene with diverse populations, using multiple methods, including art therapy, counselling, and psychotherapy across many settings and in changing and evolving contexts.

Objectives for Goal 1:

1.1 Demonstrate knowledge of, and ability to, conduct comprehensive art therapy, counselling, psychotherapeutic and related mental health field directives, assessments, and evaluations that integrate social and cultural aspects.

1.2 Demonstrate knowledge of, and ability to, conduct comprehensive art therapy and counselling directives and evaluations that utilize multiple intervention strategies based on current clinical research, and that integrate social and cultural considerations.

1.3 Demonstrate the ability and commitment to apply those principles in assessment, appraisal, intervention, and evaluation in art therapy, counselling, and psychotherapy practices within all types of populations.

1.4 Evaluate the efficacy of their interventions and use this information to continuously inform the treatment plan and intervention methods.

1.5 Understand that all types of art therapy and counselling assessments are ongoing processes that inform practice and research.

2. To develop graduates who have mastered the scientific foundations of art therapy, counselling, and psychotherapy and who apply this knowledge to their work and who use research methods to understand human problems.

Objectives for Goal 2:

2.1 Acquire knowledge of art therapy, counselling, and psychotherapy as a scientific discipline that serves as the basis for

professional practice.

2.2. Integrate, synthesize, and critique scientific knowledge and literature from multiple sources, taking into account and weighing the significance of multiple determinants of human behavior and to design and conduct a research study.

2.3. Apply scientific knowledge to design, conduct, interpret, and report research, methodology, and statistical concepts to the practice of art therapy, counselling, and psychotherapy.

3. To train graduates to understand art therapy, counselling, and psychotherapy within a social and cultural context with the attitudes, knowledge, and skills needed to work professionally and ethically in a multicultural society.

Objectives for Goal 3:

3.1. Integrate knowledge of cultural and social diversity theories and competency models, social sensitivity, and relevant skills regarding individual, ethical, and cultural differences into all aspects of their work.

3.2. Develop knowledge of themselves as cultural beings in assessment, therapy sessions, treatment planning, evaluation and all other professional activities.

3.3. Develop socially responsible, engaged and embedded practitioners, sensitive and appreciative to individual and cultural diversity, as an active, genuine agent of positive change, helping to strengthen and revitalize the health of the community by providing counselling and art therapy services with an emphasis on working with underserved local and global communities, all in the spirit of the Adlerian founders of the school.

4. To prepare graduates who are knowledgeable in the application of management, supervision, consultation, and education methods within the profession of art therapy, counselling, and psychotherapy, including knowledge and

experience of managing, facilitating, and maintaining an art therapy open studio/practice and upon eligibility, managing, and supervising others.

Objectives for Goal 4:

- 4.1. Understand the role of the art therapist, counselor, and psychotherapist in complex systems, including the discipline of art making, skills, knowledge of art materials and processes, and the general principles of management, supervision, consultation, and education.
- 4.2. Demonstrate knowledge of, and skills in, the application of management, supervision, consultation, and education methods within art therapy, counselling, and psychotherapy and are knowledgeable on how they differ from other roles.
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 counselling methods, and values in their work.

Objectives for Goal 5:

- 5.1. Understand the role of Individual/ Adlerian Psychology within a social context in the practice of art therapy, counselling, and psychotherapy.
- 5.2. Integrate knowledge, attitudes, and relevant skills regarding the relationship between health, community, and the arts into all aspects of work.
- 5.3. Acquire knowledge of Adlerian theory/philosophy and develop Adlerian values that apply to clinical work, taking into consideration the social and cultural context and clinical applications.

Professional Registration

This program is on the Canadian Art Therapy Association and British Columbia Art Therapy Association list of approved art therapy schools. 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. Students coming from outside British Columbia are encouraged to connect with Admissions and Training to consult on the alignment of professional registration requirements in the location they wish to practice upon graduation. 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.

This program is approved by the British Columbia Art Therapy Association, and the Canadian Art Therapy Association. This program and the curriculum align with the specifications and requirements of the Art Therapy Credentials Board (ATCB), and the American Art Therapy Association (AATA). The application for accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) is in the early stages of the process.

Graduation Requirements

1. Satisfactory completion of 60 credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of clinical practicum (which includes 350 direct client contact hours and 100 hours of clinical supervision) and completion of 200 minimum hours of Social Justice Practicum.

3. A cumulative GPA of 3.30 or higher and no more than two grades or six credit hours of C.
4. Successful completion of the Master's Clinical Arts 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.

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 artmaking across three or more different areas (i.e. drawing, painting, ceramics, sculpture, and other art media). Students may earn these hours in traditional as well as non-traditional, informal ways. Please contact an Admissions Adviser for more information.
- 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.
- International students must have a minimum score in one of the following English proficiency tests:
 - 92 or better on the Internet-based TOEFL (iBT) with no band lower than 22.
 - 7.0 IELTS overall with no bands below 6.5.
 - PTE must have a minimum score of 62.

Approved applicants will be evaluated through a writing sample, a portfolio review, 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, or courses completed as part of an exchange program with our Chicago Campus that are approved by the Master of Counselling Psychology: Art Therapy program director.

Practicum - Vancouver Campus

We value rich community partnerships providing quality experience and supervision in a variety of settings with a diversity of issues: Vancouver Coastal Health, Providence Health, Fraser Valley Authority, hospitals, hospices, palliative care wards, cancer agencies, mental health agencies, school districts, eldercare facilities, private practices, addiction services, and correctional facilities.

Social Justice Practicum (SJP)

Students completing first-year coursework will spend eight to 10 hours per week over the course of eight months at approved SJP sites and must concurrently enroll in required coursework. A minimum of 200 hours of SJP is required. International community service opportunities are also available. Students should contact the Manager of Community

Action and Engagement, Vancouver Campus. Students can refer to the Social Justice Practicum (SJP) Handbook for detailed information.

Clinical Practicum

After completion of all first-year coursework, students are required to complete a minimum of 700 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 eight to 12 months at approved practicum sites and must concurrently enroll in practicum seminars during their field experience.

The MART program works in collaboration with students in identifying and obtaining clinical practicum opportunities that meet the standards and requirements of the program. Students can refer to the Clinical Practicum Handbook for detailed information.

Degree Requirements

Successful completion of the following courses is required for the MCP-AT degree:

MART 200 - Professional Development Seminar I

1

This professional seminar will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission, and an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility. The seminar will 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 - Professional Development Seminar II

1

This professional seminar will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission, and an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility. The seminar will assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

Prerequisites: Student must complete MART-200 or MACP-200 prior to registering for this course.

MART 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is

designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MART 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

MART 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after MART-203.

Prerequisites: Student must complete MART-202 and MART-203 prior to registering for this course.

MART 205 - Professional Development Seminar Continued

0

This course will provide students who are enrolled in a Social Justice Practicum an opportunity for supervision, advisement and mentoring as they conclude their Social Justice Practicum. Focus will continue on the provision of information about Adler University degree requirements and mission, an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Ethics of practice and supervisory requirements within the context of social responsibility will be addressed. The

course will assist students in their Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

MART 644 - Historical & Theoretical Perspectives of Art Therapy

3

This course introduces the history, philosophy, theory, and practice of art therapy and addresses the various ways the field can be integrated with counselling psychology. The course also provides an overview of the significant contributors to art therapy within Canada and internationally. Students will be introduced to knowledge of print and digital resources regarding related art therapy practices. Further, students will identify a beginning personal framework for practice in the field. 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 645 - Arts-Based Assessment, Research & Treatment Planning

3

This course will introduce the history, purpose, issues, and process of art therapy and art-based assessments, research, and treatment planning. The main categories of art-based assessments, clinical documentation and report preparation, and treatment planning will be addressed with attention to the influences of diverse cultural values, beliefs and practices. Students will explore art therapy and art-based assessment research methodology in order to identify research method and design, explain design limitations, and make recommendations for improvement. Emphasis is placed on the ability to inform treatment planning through assessments and research. Ethical and legal issues will be considered in relationship to application with individuals, communities and organizations. Exploration of emergent ideas in the field of art-based assessment research will be the foundation for this course.

MART 518 - Introduction to Adlerian Psychology

3

This course covers the theoretical principles of Individual Psychology/Adlerian Theory as a basis for understanding each individual's creation of a unique "style of life" or personality. Principles introduced include: the social nature of people, individual creativity, holism, purposive behavior, the family constellation, life task, early recollections, dreams, memory, private logic, and phenomenology. Addressed will be the cognitive, affective, social, cultural, historical, environmental, and diversity dimensions of the individual's development and the selectivity of perception in the formation of their view of self, others, and the world. Students will be introduced to Gemeinschaftsgefühl (social interest/social feeling) and its potential impact on individuals and humankind emphasizing values such as the importance of belonging, cooperating, contributing to others and society and affording mutual respect and equality of worth to all. The values of caring, compassion and commitment to the betterment of society are emphasized by encouraging both confidence in human ability and a commitment to creative and constructive problem solving throughout the life span. Students will also learn about the postmodern relational constructivist vision of Adlerian Theory and how it fits within current approaches in counselling psychology.

MART 519 - Adlerian Theory & Interventions I: Children and Parents

2

This course prepares students to provide child guidance and parent education based on Adlerian principles which emphasize the ideas that children are naturally good, inherently curious and desire a sense of belonging in their families. Students will learn to teach parents skills that assist in developing parenting styles that are practical,

respectful, and effective and results oriented. Topics explored include: Encouragement, Parenting Styles, Family Constellation, Goals of Behaviour, Problem-Solving, Communication, Promoting Capability and Resiliency. Two approaches to using Adlerian techniques in parenting children effectively will be examined including Systematic Training for Effective Parenting (STEP) and Positive Discipline. Other parent education systems will be introduced in order to examine efficacy of parent education programs with diverse social, cultural and socio-economic groups. Focus will be on the development of facilitation skills, knowledge and confidence for conducting parenting groups/workshops in the local community. The course will also look at attachment theory and current understanding of brain development as it relates to belonging and sets the framework for social interest to occur. Using Adlerian principals in parenting lays the foundation for children to become adults who engage in their communities and global citizens.

MART 521 - Introduction to Addictions

3

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. Interventions will be considered within an inclusive and culturally sensitive practice perspective informed by ethical and legal implications.

MART 517 - Methods, Theory and Applications of Intersectionality and Community Engagement

3

This course is designed to help students critically examine issues of diversity and dimensions of culture as they pertain to the self as clinical counsellors, art therapists, and citizens of the world. This course will explore intersecting social identities and systems of exclusion related to race, ethnicity, socioeconomic, gender, sexual orientation, geographical variables, migration, and spirituality. This course also examines the impact of diversity, power, and privilege and related impact on community engagement. Students will be encouraged to think of themselves as complex cultural beings in relation to others and their place in the world. Through art-based applications, students will explore societal issues in relation to the course topics, as well as develop professional skills for research, writing, and presentations.

MART 527 - Theory & Interventions III: Group Skills and Practice

3

This course provides an in-depth overview of clinical counselling and art therapy theories and interventions in therapeutic group work skills and practice. Focus is on exploring what group counselling is and on how to apply the key concepts of the group process to a variety of groups including work across the developmental stages of life, in a variety of treatment settings and in significant topic areas including trauma informed care, ethno cultural diverse groups, and a variety of clinically based treatment themes and issues. A nuanced diversity perspective and exploration of ethical issues unique to group practice will infuse the content.

MART 652 - Theory & Interventions II: Families, Couples and Older Adults

3

This course focuses on applications of current theories and methods of intervention in the field of clinical counselling and art therapy regarding the treatment of families, couples and older adults. Students will develop awareness and learn

to evaluate contemporary issues related to these areas of practice. This course will focus on developing ethical and professional competency skills as they relate to diverse populations, communities, and familial structures. Effective approaches to treatment utilizing predominant theoretical models currently in the field will be introduced. The Gottman Method Couples Therapy Level I Clinical Training, the standard of couple therapy, will be integrated in this course.

MART 653 - Theory and Interventions Iv: Trauma

3

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 clinical 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). An inclusive and culturally sensitive practice perspective will be encouraged. Students will be introduced to somatic awareness as an emergent focus in trauma treatment, in particular to techniques pertaining to arts-based practices.

MART 655 - Studio Art

3

This course explores the roots of the profession of art therapy in the studio environment. Students experience personal art making as central to the field and are encouraged to develop a perspective of practice from an arts-based model which relies on products and processes of art as core. The development of an artistic identity as an art therapist will be cultivated and the distinguishing characteristics that art brings to the therapeutic process will be explored. Dimensions of possibilities regarding art and social action will be deepened through the creation of a community art show and fundraiser featuring student work.

MART 667 - Clinical Seminar I

2

The clinical practicum seminar is taken in conjunction with the clinical practicum and offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum experiences through case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counseling within an inclusive and culturally sensitive practice.

MART 668 - Clinical Seminar II

2

This clinical practicum seminar is taken in conjunction with the clinical practicum II and offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum

experiences in case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counselling within an inclusive and culturally sensitive practice perspective.

MART 669 - Clinical Seminar Continued

0

This clinical practicum seminar is provided for students who require more time to complete their clinical practicum hours. It is taken in conjunction with MART 482 Clinical Practicum Cont. The course offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum experiences through case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counseling within an inclusive and culturally sensitive practice perspective.

MART 523 - Basic Intervention & Assessment Skills

3

This course teaches basic relationship, intervention, diagnostic, and interviewing skills working with role-plays and other experiential activities to prepare students for clinical work in practicum. The course covers clinical interviewing, mental status exams, treatment planning, and providing client feedback. Students are introduced to case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process, and diversity issues. Students will be exposed to the elements of theoretical models to show the relationship between theory, data gathering, hypothesizing, treatment planning, and note-taking. Microskills will be taught and practiced including: active listening; question asking; paraphrasing; summarizing; etc. A brief introduction to self-care will be provided including practices to assist students to access clinical supervision at the most beneficial level possible.

MART 573 - Pre-Practicum Counselling/ Art Therapy Lab

0

This lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to record clinical relationships and receive support/supervision and feedback on the recordings in class. Students will integrate verbal counseling and art therapy skills as required on a case by case basis. Professional ethics will be reviewed in relationship to informed consent, management of case notes, storage of case files, and the legalities of incorporating art into case files. The importance of maintaining a diversity perspective and self-care routines will be the foundation of this class. Skills building includes establishing rapport, demonstrating accurate and consistent empathy, showing genuineness, accurate listening and focused reflection.

MART 677 - Clinical Practicum I

1

This supervised clinical training will provide students with a field experience designed to apply socially responsible counselling and art therapy practice under the direction of competent clinicians. Students will 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. The clinical practicum also offers opportunities to reach out to professional colleagues, develop effective working relationships and build awareness of clinical counseling and art therapy. Students are responsible for developing a 700-hour clinical practicum, in consultation with core faculty advisors and Training. The 700 total hours will span Clinical Practicum I and II. Within that 700 hour total, a minimum number of hours will be required in each of the following core areas: Direct Client Hrs (350 hours); Indirect Hrs (350).

MART 678 - Clinical Practicum II

1

This supervised clinical training will provide students with a field experience designed to apply socially responsible counselling and art therapy practice under the direction of competent clinicians. Students will 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. The clinical practicum also offers opportunities to reach out to professional colleagues, develop effective working relationships and build awareness of clinical counseling and art therapy. Students are responsible for developing a 700-hour clinical practicum, in consultation with core faculty advisors and Training. The 700 total hours will span Clinical Practicum I and II. Within that 700 hour total, a minimum number of hours will be required in each of the following core areas: Direct Client Hrs (350 hours); Indirect Hrs (350).

MART 679 - Clinical Practicum Continued

0

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. This course is provided for students who require more than the usual 2 semesters to complete all of their practicum hours and thus require ongoing insurance to cover their practice.

MART 524 - Research Methods

3

This course surveys the major methodologies in the field of social science research within a context of philosophical debate about ethical and culturally relevant strategies for studying human beings, art and the creative process. Current research will be explored in order to identify research method and design, explain design limitations, and make recommendations for improvement. Students will learn how to critique current research, conduct literature reviews, generate research designs, and select variables and participants for study. Students are expected to demonstrate appropriate ethical and cultural awareness in research design considerations throughout the course. Emphasis will be on the ability of research to inform decisions in the field.

MART 515 - Professional Development, Issues & Ethics

3

This course is designed to provide students with a solid foundation for the ethical practice of clinical counseling and art therapy. Emphasis will be placed on critical thinking, clinical integrity, and on sensitizing advanced practitioners to the complexity of professional identities in the context of community relationships. Students will study codes of ethics from a variety of professional bodies governing the practice of clinical counseling and art therapy specifically with respect to learning best practices as a clinician, researcher, supervisor, leader and educator. These include: 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. Students will learn to apply ethical decision-making models to current issues in the fields of counseling and art therapy. This course will also overview relevant legal issues that affect the day-to-day work of counselors and art therapists with diverse populations. *Students are responsible for researching registration requirements of professional associations in the location they wish to practice upon graduation.

MART 516 - Individual Appraisal for Counsellors in Practice

3

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. Assessment procedures in areas of risk will be emphasized (Duty to Protect/Warn/Report). Ethical and legal considerations of psychological testing within an inclusive and culturally sensitive practice perspective will be highlighted.

MART 620 - Theories of Psychotherapy

3

This survey course presents an introduction to, and examination of, the treatment theories, principles, and techniques associated with major schools of thought in psychology. Theories to be examined may include many of the foundational theoretical approaches to treatment such as psychoanalytic, person-centered, existential, Gestalt, rational emotive, behavioural, 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 working with a theory and implementing an intervention will be reviewed. The course will also examine the evidence base for each school of thought.

MART 650 - Life Span Development

3

This course explores human development from conception to late adulthood, including social, cultural, biological, and psychological perspectives. Application to the fields of counseling and art therapy will be emphasized. Students will examine the theoretical frame and applications of research findings to selected issues, such as cognitive development, life transitions, resilience, work and retirement, bereavement, and related concerns. Art therapy perspectives will be presented throughout the course, in particular the stages of graphic development as a basis for appropriate and effective art therapy intervention selection. An overview of the cognitive, perceptual, physical, moral, and psychosocial aspects of development will be presented.

MART 522 - Biopsychosocial Bases of Health

3

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 diversity 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.

MART 995 - Master's Clinical Art Qualifying Examination

0

This examination provides effective assessment of the three core student learning outcomes for students who complete the Master of Counselling Psychology-Art Therapy program. These learning outcomes are: 1) preparation for entry level practice at the MART level; 2) ability to integrate research and practice; and 3) ability to practice in an ethical and socially responsible manner. The Capstone (MCAQE) is comprised of three parts. Part One focuses on the integration of theories and practice in the field of Counselling and Art Therapy. It requires a final case conceptualization presentation to a Review Panel led by a Community Reviewer. Part Two focuses on the development of a Final Portfolio highlighting the student's journey through the program. The Portfolio will demonstrate integration of research in self-awareness practices highlighting the student's growth as a counsellor and art therapist. Part Three is a comprehensive exam focused on ensuring mastery of informed, ethical practice within a culturally diverse society. All three parts of the MCAQE assess the student's commitment to social justice and inclusion. Students must pass the Capstone to complete the program.

Total Credit Hours Required: 60

***Only for students who require more than two semesters to complete practicum hours.**

Curriculum Sequence

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective May 9, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Year One

Fall Term

MART 200 - Professional Development Seminar I

1

This professional seminar will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission, and an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility. The seminar will 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 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that

begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MART 644 - Historical & Theoretical Perspectives of Art Therapy

3

This course introduces the history, philosophy, theory, and practice of art therapy and addresses the various ways the field can be integrated with counselling psychology. The course also provides an overview of the significant contributors to art therapy within Canada and internationally. Students will be introduced to knowledge of print and digital resources regarding related art therapy practices. Further, students will identify a beginning personal framework for practice in the field. 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 620 - Theories of Psychotherapy

3

This survey course presents an introduction to, and examination of, the treatment theories, principles, and techniques associated with major schools of thought in psychology. Theories to be examined may include many of the foundational theoretical approaches to treatment such as psychoanalytic, person-centered, existential, Gestalt, rational emotive, behavioural, 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 working with a theory and implementing an intervention will be reviewed. The course will also examine the evidence base for each school of thought.

MART 517 - Methods, Theory and Applications of Intersectionality and Community Engagement

3

This course is designed to help students critically examine issues of diversity and dimensions of culture as they pertain to the self as clinical counsellors, art therapists, and citizens of the world. This course will explore intersecting social identities and systems of exclusion related to race, ethnicity, socioeconomic status, gender, sexual orientation, geographical variables, migration, and spirituality. This course also examines the impact of diversity, power, and privilege and related impact on community engagement. Students will be encouraged to think of themselves as complex cultural beings in relation to others and their place in the world. Through art-based applications, students will explore societal issues in relation to the course topics, as well as develop professional skills for research, writing, and presentations.

Term Credits = 11

Spring Term

MART 201 - Professional Development Seminar II

1

This professional seminar will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission, and an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility. The seminar will assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

Prerequisites: Student must complete MART-200 or MACP-200 prior to registering for this course.

MART 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

MART 523 - Basic Intervention & Assessment Skills

3

This course teaches basic relationship, intervention, diagnostic, and interviewing skills working with role-plays and other experiential activities to prepare students for clinical work in practicum. The course covers clinical interviewing, mental status exams, treatment planning, and providing client feedback. Students are introduced to case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process, and diversity issues. Students will be exposed to the elements of theoretical models to show the relationship between theory, data gathering, hypothesizing, treatment planning, and note-taking. Microskills will be taught and practiced including: active listening; question asking; paraphrasing; summarizing; etc. A brief introduction to self-care will be provided including practices to assist students to access clinical supervision at the most beneficial level possible.

MART 518 - Introduction to Adlerian Psychology

3

This course covers the theoretical principles of Individual Psychology/Adlerian Theory as a basis for understanding each individual's creation of a unique "style of life" or personality. Principles introduced include: the social nature of people, individual creativity, holism, purposive behavior, the family constellation, life task, early recollections, dreams, memory, private logic, and phenomenology. Addressed will be the cognitive, affective, social, cultural, historical, environmental, and diversity dimensions of the individual's development and the selectivity of perception in the formation of their view of self, others, and the world. Students will be introduced to Gemeinschaftsgefühl (social interest/social feeling) and its potential impact on individuals and humankind emphasizing values such as the importance of belonging, cooperating, contributing to others and society and affording mutual respect and equality of worth to all. The values of caring, compassion and commitment to the betterment of society are emphasized by encouraging both confidence in human ability and a commitment to creative and constructive problem solving throughout the life span. Students will also learn about the postmodern relational constructivist vision of Adlerian Theory and how it fits within current approaches in counselling psychology.

MART 522 - Biopsychosocial Bases of Health

3

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 diversity 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.

MART 650 - Life Span Development

3

This course explores human development from conception to late adulthood, including social, cultural, biological, and psychological perspectives. Application to the fields of counseling and art therapy will be emphasized. Students will examine the theoretical frame and applications of research findings to selected issues, such as cognitive development, life transitions, resilience, work and retirement, bereavement, and related concerns. Art therapy perspectives will be presented throughout the course, in particular the stages of graphic development as a basis for appropriate and effective art therapy intervention selection. An overview of the cognitive, perceptual, physical, moral, and psychosocial aspects of development will be presented.

Term Credits = 14

Summer Term

MART 527 - Theory & Interventions III: Group Skills and Practice

3

This course provides an in-depth overview of clinical counselling and art therapy theories and interventions in therapeutic group work skills and practice. Focus is on exploring what group counselling is and on how to apply the key concepts of the group process to a variety of groups including work across the developmental stages of life, in a variety of treatment settings and in significant topic areas including trauma informed care, ethno cultural diverse

groups, and a variety of clinically based treatment themes and issues. A nuanced diversity perspective and exploration of ethical issues unique to group practice will infuse the content.

MART 573 - Pre-Practicum Counselling/ Art Therapy Lab

0

This lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to record clinical relationships and receive support/supervision and feedback on the recordings in class. Students will integrate verbal counseling and art therapy skills as required on a case by case basis. Professional ethics will be reviewed in relationship to informed consent, management of case notes, storage of case files, and the legalities of incorporating art into case files. The importance of maintaining a diversity perspective and self-care routines will be the foundation of this class. Skills building includes establishing rapport, demonstrating accurate and consistent empathy, showing genuineness, accurate listening and focused reflection.

MART 515 - Professional Development, Issues & Ethics

3

This course is designed to provide students with a solid foundation for the ethical practice of clinical counseling and art therapy. Emphasis will be placed on critical thinking, clinical integrity, and on sensitizing advanced practitioners to the complexity of professional identities in the context of community relationships. Students will study codes of ethics from a variety of professional bodies governing the practice of clinical counseling and art therapy specifically with respect to learning best practices as a clinician, researcher, supervisor, leader and educator. These include: 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. Students will learn to apply ethical decision-making models to current issues in the fields of counseling and art therapy. This course will also overview relevant legal issues that affect the day-to-day work of counselors and art therapists with diverse populations. *Students are responsible for researching registration requirements of professional associations in the location they wish to practice upon graduation.

MART 655 - Studio Art

3

This course explores the roots of the profession of art therapy in the studio environment. Students experience personal art making as central to the field and are encouraged to develop a perspective of practice from an arts-based model which relies on products and processes of art as core. The development of an artistic identity as an art therapist will be cultivated and the distinguishing characteristics that art brings to the therapeutic process will be explored. Dimensions of possibilities regarding art and social action will be deepened through the creation of a community art show and fundraiser featuring student work.

MART 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after MART-203.

Prerequisites: Student must complete MART-202 and MART-203 prior to registering for this course.

MART 205 - Professional Development Seminar Continued

0

This course will provide students who are enrolled in a Social Justice Practicum an opportunity for supervision, advisement and mentoring as they conclude their Social Justice Practicum. Focus will continue on the provision of information about Adler University degree requirements and mission, an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Ethics of practice and supervisory requirements within the context of social responsibility will be addressed. The course will assist students in their Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

Term Credits = 9

Year Two

Fall Term

MART 667 - Clinical Seminar I

2

The clinical practicum seminar is taken in conjunction with the clinical practicum and offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum experiences through case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counseling within an inclusive and culturally sensitive practice.

MART 677 - Clinical Practicum I

1

This supervised clinical training will provide students with a field experience designed to apply socially responsible counselling and art therapy practice under the direction of competent clinicians. Students will 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. The clinical practicum also offers opportunities to reach out to professional colleagues, develop effective working relationships and build awareness of clinical counseling and art therapy. Students are responsible for developing a 700-hour clinical practicum, in consultation with core faculty advisors and Training. The 700 total hours will span Clinical Practicum I and II. Within that 700 hour total, a minimum number of hours will be required in each of the following core areas: Direct Client Hrs (350 hours); Indirect Hrs (350).

MART 653 - Theory and Interventions Iv: Trauma

3

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 clinical 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). An inclusive and culturally sensitive practice perspective will be encouraged. Students will be introduced to somatic awareness as an emergent focus in trauma treatment, in particular to techniques pertaining to arts-based practices.

MART 516 - Individual Appraisal for Counsellors in Practice

3

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. Assessment procedures in areas of risk will be emphasized (Duty to Protect/Warn/Report). Ethical and legal considerations of psychological testing within an inclusive and culturally sensitive practice perspective will be highlighted.

MART 645 - Arts-Based Assessment, Research & Treatment Planning

3

This course will introduce the history, purpose, issues, and process of art therapy and art-based assessments, research, and treatment planning. The main categories of art-based assessments, clinical documentation and report preparation, and treatment planning will be addressed with attention to the influences of diverse cultural values, beliefs and practices. Students will explore art therapy and art-based assessment research methodology in order to identify research method and design, explain design limitations, and make recommendations for improvement. Emphasis is placed on the ability to inform treatment planning through assessments and research. Ethical and legal issues will be considered in relationship to application with individuals, communities and organizations. Exploration of emergent ideas in the field of art-based assessment research will be the foundation for this course.

Term Credits = 12

Spring Term

MART 668 - Clinical Seminar II

2

This clinical practicum seminar is taken in conjunction with the clinical practicum II and offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum experiences in case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counselling within an inclusive and culturally sensitive practice perspective.

MART 678 - Clinical Practicum II

1

This supervised clinical training will provide students with a field experience designed to apply socially responsible counselling and art therapy practice under the direction of competent clinicians. Students will 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. The clinical practicum also offers opportunities to reach out to professional colleagues, develop effective working relationships and build awareness of clinical counseling and art therapy. Students are responsible for developing a 700-hour clinical practicum, in consultation with core faculty advisors and Training. The 700 total hours will span Clinical Practicum I and II. Within that 700 hour total, a minimum number of hours will be required in each of the following core areas: Direct Client Hrs (350 hours); Indirect Hrs (350).

MART 524 - Research Methods

3

This course surveys the major methodologies in the field of social science research within a context of philosophical debate about ethical and culturally relevant strategies for studying human beings, art and the creative process. Current research will be explored in order to identify research method and design, explain design limitations, and make recommendations for improvement. Students will learn how to critique current research, conduct literature reviews, generate research designs, and select variables and participants for study. Students are expected to demonstrate appropriate ethical and cultural awareness in research design considerations throughout the course. Emphasis will be on the ability of research to inform decisions in the field.

MART 652 - Theory & Interventions II: Families, Couples and Older Adults

3

This course focuses on applications of current theories and methods of intervention in the field of clinical counselling and art therapy regarding the treatment of families, couples and older adults. Students will develop awareness and learn to evaluate contemporary issues related to these areas of practice. This course will focus on developing ethical and professional competency skills as they relate to diverse populations, communities, and familial structures. Effective approaches to treatment utilizing predominant theoretical models currently in the field will be introduced. The Gottman Method Couples Therapy Level I Clinical Training, the standard of couple therapy, will be integrated in this course.

MART 521 - Introduction to Addictions

3

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. Interventions will be considered within an inclusive and culturally sensitive practice perspective informed by ethical and legal implications.

Term Credits = 12

Summer Term

MART 469 - Clinical Seminar Continued

0

This clinical practicum seminar is provided for students who require more time to complete their clinical practicum hours. It is to be taken in conjunction with MART 482 Clinical Practicum Cont. The course offers small group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, art-based experiential activities, reflecting upon and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counseling and art therapy with their practicum experiences through case conceptualizations. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and clinical counseling within an inclusive and culturally sensitive practice perspective.

MART 679 - Clinical Practicum Continued

0

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. This course is provided for students who require more than the usual 2 semesters to complete all of their practicum hours and thus require ongoing insurance to cover their practice.

MART 519 - Adlerian Theory & Interventions I: Children and Parents

2

This course prepares students to provide child guidance and parent education based on Adlerian principles which emphasize the ideas that children are naturally good, inherently curious and desire a sense of belonging in their families. Students will learn to teach parents skills that assist in developing parenting styles that are practical, respectful, and effective and results oriented. Topics explored include: Encouragement, Parenting Styles, Family Constellation, Goals of Behaviour, Problem-Solving, Communication, Promoting Capability and Resiliency. Two approaches to using Adlerian techniques in parenting children effectively will be examined including Systematic Training for Effective Parenting (STEP) and Positive Discipline. Other parent education systems will be introduced in order to examine efficacy of parent education programs with diverse social, cultural and socio-economic groups. Focus will be on the development of facilitation skills, knowledge and confidence for conducting parenting groups/workshops in the local community. The course will also look at attachment theory and current understanding of brain development as it relates to belonging and sets the framework for social interest to occur. Using Adlerian principals in parenting lays the foundation for children to become adults who engage in their communities and global citizens.

MART 995 - Master's Clinical Art Qualifying Examination

0

This examination provides effective assessment of the three core student learning outcomes for students who complete the Master of Counselling Psychology-Art Therapy program. These learning outcomes are: 1) preparation for entry level practice at the MART level; 2) ability to integrate research and practice; and 3) ability to practice in an ethical and socially responsible manner. The Capstone (MCAQE) is comprised of three parts. Part One focuses on the integration of theories and practice in the field of Counselling and Art Therapy. It requires a final case conceptualization presentation to a Review Panel led by a Community Reviewer. Part Two focuses on the development of a Final Portfolio highlighting the student's journey through the program. The Portfolio will demonstrate integration of research

in self-awareness practices highlighting the student's growth as a counsellor and art therapist. Part Three is a comprehensive exam focused on ensuring mastery of informed, ethical practice within a culturally diverse society. All three parts of the MCAQE assess the student's commitment to social justice and inclusion. Students must pass the Capstone to complete the program.

Term Credits = 2

Total Credit Hours Required: 60

***Only for students who require more than two semesters to complete practicum hours.**

Master of Counselling Psychology: School and Youth Concentration (Long Program), (MCP:SY)

Program Overview

The Master in Counselling Psychology: School and Youth Concentration (MCP:SY), in alignment with Adler University's scholar-practitioner-advocate model, prepares students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice with children and adolescents. The program concentration offers comprehensive and personal graduate degree training that qualifies students as counselling professionals in a primarily 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.

The four established MCP:SY objectives are: (1) to train graduates to ethically assess and skillfully intervene with a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse young clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong 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 healthy communities stemming from Adler University's mission towards social interest.

This comprehensive program is designed for qualified teachers in British Columbia who have been granted the BC Teacher Federation's Teacher Qualification Service (TQS) Category 4 and want to upgrade their training to Category 6. This degree program has been pre-approved by the TQS to be an acceptable graduate degree as a "long program" to meet the criteria of completing the course credits, capstone project, and master's degree necessary for Category 4 teachers to obtain Category 6. As stated on the TQS website, each individual teacher should contact the TQS to request pre-approval for their Category 6 education plan to have their undergraduate education and other coursework considered within this qualification process. This program can be completed in a two-year period as a full-time student, including summer terms, if courses are completed according to the curriculum sequence below.

Graduates of the program are well prepared for a wide variety of mental health positions in schools, 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 associate 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.

Graduation Requirements

1. Satisfactory completion of 61 credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 hours of clinical practicum and 200 hours of Social Justice Practicum.
3. A cumulative GPA of 3.30 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 GPA 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 in lifespan/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.

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 the admissions requirements, visit adler.edu.

Practicum - Vancouver Campus

An integral part of the Master of Counselling Psychology: School and Youth Concentration program at Adler University 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 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 (SJP)

In their second year, students will spend eight 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 200 hours of SJP is required. Students should contact the manager of Social Justice Practicum, Vancouver Campus.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the student sits for the Master's Clinical Qualifying Examination (MCQE).

Clinical Practicum

After completion of all first-year coursework, students should expect to spend two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, Practicum Continuation, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum of 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP 506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

Degree Requirements

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

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology

throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macrotrends). Therefore, effective socially responsible intervention and problem-solving requires an ability to see and analyze the structures and systems that fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MSYC 582 - School Counselling and Consultation

3

This course will broadly explore the role of the school counsellor in K-12 education settings. Students will critically examine how current theories in counselling psychology inform various therapeutic approaches to supporting the social, emotional, and behavioural needs of students in elementary, middle and secondary schools. Class sessions will include exploration of school counselling-related topics including relevant laws and ethics, specific application of child/adolescent guidance programs, and evidence-based practice in comprehensive school counselling programs, and an introduction to legal and ethical obligations.

MSYC 583 - Child Development and Counselling

3

This course provides an overview of knowledge and approaches to counselling that are developmentally appropriate for children (approximately 4-11 years of age). Theories, techniques, and strategies for working with children are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with experience in skill development using individual counselling and play therapy. This course is divided into two sections: Half of the course will focus on child development and the other half will focus on counselling skills.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MSYC 584 - Adolescent Development and Counselling

3

This course provides an overview of developmentally appropriate knowledge and approaches to counselling adolescents (approximately 12-19 years of age). Theories, techniques, and strategies for working with adolescents are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with in-depth experience in skill development using individual and group counselling and group guidance.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

MACP 610 - Practicum Continued

0

This course is required when the amount of time needed in the Masters Practicum exceeds 2 terms (MACP 506 and MACP 507). The Training Director will make a referral to this course.

Prerequisites: Requires approval from the Director of Training.

Clinical Elective Course Options (Students select 2 of 5)

MACP 438 - Introduction to Addictive Disorders

3

This course is designed to provide an introduction to substance use disorders measured on a continuum from mild to severe throughout a person's lifespan. Included is an overview of the information needed to assess substance use disorders and compulsive addictive behaviours along with the relevant treatment models, and to provide the tools to recognize the signs and symptoms of substance use, misuse, abuse, dependence, and dual disorders. The understanding

of basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the sociocultural historic development of self-help groups, treatment delivery systems, and social justice issues.

MACP 569 - Lifestyle & Career Development

3

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. Career counselling is a collaborative process designed to help clients to clarify, specify, implement, and adjust to work-related decisions throughout the life span with the aim of assisting individuals in locating a career that is meaningful, productive, and fulfilling. This course will critically survey career development theories, issues, and practices that have specific applications to career counselling and their effectiveness.

Prerequisites: Student must complete MACP-472 MACP-520, MACP 505 and MACP 641 prior to registering for this course.

MACP 673 - Advanced Adlerian Intervention

3

The theoretical principles of Individual Psychology (IP) including holism, phenomenology, teleology, and social interest are applied to address the cognitive, affective, and socio-cultural dimensions of personality development. The impact of unique and creative perception in the formation of an individual's self, ethical, and world view will be demonstrated. Adlerian personality assessment or style of life will be emphasized as an assessment tool in the cache of the IP practitioner. Family constellation (system), early memories, dreams, life tasks, and their meaningful significance and usefulness will be used to gain an understanding of each client's unique personality development. Adlerian concepts will be practically applied to approaches to counselling and therapy. Interventions that are congruent with theoretical assumptions such as social interest, holism, phenomenology, and teleology will be examined. The life style assessment will be used to develop comprehensive, diverse and culturally specific treatment plans and goals. Adlerian therapeutic techniques will be examined and practiced.

Prerequisites: Student must complete MACP-402, MACP-505, MACP-520 AND MACP 472 prior to registering for this course.

MACP 674 - Introduction to Sex Therapy

3

This course provides an introduction to sex therapy, with a focus on the foundational underpinnings required for clinical practice. The course will address theory and research about the historical, biological, psychological and social/cultural influences on human sexuality and its expression. Students will critically examine their own personal biases and reactions to the material, reflect and evaluate the various forms of sexual expression and concerns for clients, consider the meaning of sex positivity and sex negativity and how it relates to sexual concerns, and learn basic skills about how to intervene in a clinical setting. Topics that will be addressed include: Sexual Anatomy, Sexual Response, Sexual Health, Gender Expression and/or Identity, Sexual Orientation, Sexual Preferences and Expression, Sexual Concerns, and Sexual Communication. Students should come prepared to examine their thoughts, beliefs, preferences, and assumptions as they relate to their own sexualities.

Prerequisites: Students must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 676 - Introduction to Depth Psychology And Psychotherapy

3

This seminar course introduces students to the theory and practice of depth psychology and psychotherapy. Because students will examine the work of Alfred Adler elsewhere in the program, this course will focus on some key ideas from the Psychoanalytic and Analytic (Jungian) traditions. Students' reflection on their personal process will form a key premise and context for their learning about depth psychology. The course will emphasize experiential learning and interactive activities. Common threads or themes in the course will include engagement with the unconscious and the dynamics of self and other. Topics addressed may include human development, working in the therapeutic frame, transference and countertransference and dream work. Critical evaluation of the constructs will include issues related diversity, social justice and social responsibility. Depth psychology and psychotherapy enriches clinical practice by providing distinct opportunities for increasing self-awareness and knowledge of inter-personal dynamics.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

Total Credit Hours Required: 61

*Required before beginning practicum

**Lab fee applied

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Counselling Psychology: School and Youth Concentration, (MCP:SY)

Program Overview

The Master in Counselling Psychology: School and Youth Concentration (MCP:SY), in alignment with Adler University's scholar-practitioner-advocate model, prepare students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice with children and adolescents. The program concentration offers comprehensive and personal graduate degree training that qualifies students as counselling professionals in a primarily 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.

The four established MCP:SY objectives are: (1) to train graduates to ethically assess and skillfully intervene with a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse young

clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong 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 healthy communities stemming from Adler University's mission towards social interest.

Graduates of the program are well prepared for a wide variety of mental health positions in schools, 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.

Graduation Requirements

1. Satisfactory completion of 55 credit hours, including all required courses
2. Satisfactory completion of a minimum of 700 hours of clinical practicum and 200 hours of Social Justice Practicum
3. A cumulative GPA of 3.30 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

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 in life span/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.

Approved applicants will be evaluated through a 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 of Counselling Psychology: School and Youth Concentration program 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 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 (SJP)

In their second year, students will spend eight 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 200 hours of SJP is required. Students should contact the Manager of Community Action and Engagement, Vancouver Campus.

Socially Responsible Practice (SRP) Portfolio

Students must complete 50 hours of SRP-related programming offered by or required by the program, campus, and/or University. These 50 SRP hours must be completed before the student sits for the MCQE.

Clinical Practicum

After completion of all first-year coursework, students should expect to spend two to three days per week over the course of eight to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond eight months or two semesters, students must enroll in MACP 610, Practicum Continuation, which covers the requirements for third-party liability insurance. There are no class meetings for MACP 610. A minimum 700 total hours of counselling practica are required to successfully complete the counselling clinical practicum. The training director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP 506, students need to be concurrently enrolled in the seminar MACP 508. While enrolled in the practicum MACP 507, students need to be concurrently enrolled in the seminar MACP 509.

Please see course descriptions for prerequisites and corequisites for these courses.

Degree Requirements

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

MACP 200 - Professional Development Seminar I

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

MACP 201 - Professional Development Seminar II

1

This seminar (200/201) will foster the professional development of students as they begin their training in the Counselling programs at Adler University. Students will meet with a faculty member in a small group format to cultivate their practice and understanding of purposeful activity in this professional training context and to begin an examination of counselling practice. The class will review the infrastructure of knowledge, resources, skills, self-awareness and interpersonal sensitivity that together form the framework for professionalism in Counsellor training at Adler University. Assignments, readings, discussion and exercises are designed to support the student's professional development.

Prerequisites: Student must complete MACP-200 or PCO-200 prior to taking this course. Students must register with the same instructor that they had in MACP-200.

SJP 202 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

SJP 203 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

SJP 204 - Social Justice Practicum Continuation

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Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after SJP-203.

MACP 337 - Group Psychotherapy

3

This course examines the history, theory, methods and application of group psychotherapy in professional psychology throughout the lifespan and across diverse populations. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practise 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, becoming more comfortable as group counsellors. The goal is to help students increase self-reflexivity, creativity, and efficacy as group counsellors.

Prerequisites: Student must complete MACP-472, MACP-520, MACP-505 and MACP-641 prior to registering for this course.

MACP 402 - Introduction to Adlerian Psychology and Psychopathology

3

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, diversity, social, and cultural aspects in the individual's formation of their 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. Psychopathology will be viewed through an Adlerian bio-psycho-social lens. Students will have the opportunity to both critique and appreciate Adler's impact on psychology.

MACP 472 - Basic Counselling Skills and Interventions

3

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice throughout the life span. 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 serves as an introduction to the effective use of active listening skills (verbal and non-verbal) and interventions, intake interviewing, goal setting, writing case notes and self-reflection. Students will also learn about the application of ethical standards in clinical practice.

MACP 473 - Pre-Practicum Counselling Skills Lab

0

The 473 pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before the students start their clinical practicum experience. Students will have the opportunity to work with their peers or in

community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group.

Prerequisites: Students must complete MACP-474/ MSYC-584 (School and Youth concentration) prior to registering for this course.

MACP 495 - Research in Counselling Psychology

3

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. The goals are to become familiar with both the research process and to become critical consumers of research. The course will cover various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs used in investigating topics in Counselling Psychology.

MACP 505 - Ethical Practice in Counselling Psychology

3

This course is designed to provide students with a 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.

MACP 506 - Master's Practicum I

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

MACP 507 - Master's Practicum II

1

This course consists of counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-509.

MACP 508 - Master's Practicum Seminar I

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment

planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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 509 - Master's Practicum Seminar II

2

Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective 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.

Prerequisites: Student must complete MACP-508 and MACP-506 prior to registering for this course. This course must be taken concurrently with MACP-507.

MACP 516 - Individual Appraisal and Assessment for Counsellors in Practice

3

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 610 - Practicum Continued

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This course is required when the amount of time needed in the Masters Practicum exceeds 2 terms (MACP 506 and MACP 507). The Training Director will make a referral to this course.

Prerequisites: Requires approval from the Director of Training.

MACP 520 - Theories of Psychotherapy

3

This foundational course presents an examination and analysis of the leading theories, principles, and techniques of psychotherapy over the lifespan. Theories to be examined may include many of the foundational theoretical approaches to treatment such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. Students will examine the relevant application of theory in conceptualizing client presentation and treatment. The difference between theoretical conceptualization and the use of interventions will be reviewed. This course will also examine the evidence base for counselling and psychotherapy. Students are expected to explore the core clinical responsibility of integrating a theoretical lens on their work as a clinician.

MACP 641 - Multicultural Counselling for Diverse Populations

3

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in Counselling Psychology, and become familiarized with culturally-based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

MACP 647 - Biopsychosocial Bases of Health and Dysfunction

3

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 counseling 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 current DSM approach to clinical diagnosis.

Prerequisites: Student must complete MACP-520 prior to registering for this course. - Must be completed prior to taking this course

MACP 663 - Effective Couple and Family Therapy

3

This course offers an in-depth study of several evidence-based models for working with couples and families. This course addresses a range of presentations of couple and family systems and examines 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.

Prerequisites: Student must complete MACP-472, MACP-505, MACP-520 AND MACP-641 prior to registering for this course.

MACP 671 - Structural and Sociocultural Bases of Health and Dysfunction

3

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macro-trends). Therefore, effective socially responsible intervention and problem-solving requires an ability to see and analyze the structures and systems that fosters and maintains client and community difficulties. In this course, students will learn analytical thinking around social structures, premises of knowledge, professional responsibility, and advocacy.

Prerequisites: Student must complete MACP-472, MACP-641 and MACP-520 prior to registering for this course.

MACP 517 - Trauma and Stressor-Related Theory and Intervention

3

This course presents an overview of the history, theory, treatment and neurobiology of trauma and stressor-related disorders and issues. Students will review the impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life. The nature of trauma memory is described, including why and how these memories are processed differently and how to work with both explicit and implicit memories. Using current and empirically-validated methodologies, students will review and practice the assessment and treatment of trauma in its various presentations.

MSYC 582 - School Counselling and Consultation

3

This course will broadly explore the role of the school counsellor in K-12 education settings. Students will critically examine how current theories in counselling psychology inform various therapeutic approaches to supporting the social, emotional, and behavioural needs of students in elementary, middle and secondary schools. Class sessions will include exploration of school counselling-related topics including relevant laws and ethics, specific application of child/adolescent guidance programs, and evidence-based practice in comprehensive school counselling programs, and an introduction to legal and ethical obligations.

MSYC 583 - Child Development and Counselling

3

This course provides an overview of knowledge and approaches to counselling that are developmentally appropriate for children (approximately 4-11 years of age). Theories, techniques, and strategies for working with children are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with experience in skill development using individual counselling and play therapy. This course is divided into two sections: Half of the course will focus on child development and the other half will focus on counselling skills.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MSYC 584 - Adolescent Development and Counselling

3

This course provides an overview of developmentally appropriate knowledge and approaches to counselling adolescents (approximately 12-19 years of age). Theories, techniques, and strategies for working with adolescents are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with in-depth experience in skill development using individual and group counselling and group guidance.

Prerequisites: Students must complete MACP-472 and MACP-520 prior to registering for this course.

MACP 995 - Master's Clinical Qualifying Exam

0

The Master's Clinical Qualifying Examination (MCQE) consists of a timed presentation of a clinical case from within a general area of counselling practice. The student will undergo an oral examination with an examiner regarding this case and the student's broader professional development. The examination will be evaluated in the core areas of counselling

practice. Please see the current MCQE Handbook for further details regarding this examination (e.g., content, evaluation, and procedures).

Total Credit Hours Required: 55

*Required before beginning practicum

**Lab fee applied

Curriculum Sequence

Please see Program Advising Sheets for the full-time full-load curriculum sequence.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Oct. 4, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Industrial and Organizational Psychology, (MIOP)

Program Overview

The Master of Industrial and Organizational Psychology (MIOP) is designed for those looking to deepen their expertise in workplace psychology and drive meaningful change in organizational settings. The program integrates research, theory, and applied practice in areas such as organizational research and design, talent management, consulting, psychometrics, leadership, and organization development across business, industry, and the public sector. With a focus on real-world application, students develop the skills needed to analyze and enhance workplace systems at individual, team, and organizational levels.

Students engage in two practica: a 200-hour Social Justice Practicum, which emphasizes the application of psychological principles to equity and inclusion efforts, and a 300-hour Organizational Development Practicum, where students work directly within organizations to implement strategic solutions. The program also includes a secondary research capstone, requiring students to critically engage with research and theory while demonstrating their ability to apply psychological principles in professional practice. The capstone provides a foundation for students to become subject matter experts on a chosen topic.

Courses are offered in flexible weekday, evening, and weekend formats, allowing students to maintain professional and personal commitments while progressing through the program. Within the first month of study, students are required to obtain and maintain membership with the Canadian Psychological Association (CPA), ensuring they stay connected to industry standards and professional development opportunities.

Graduates are not eligible for registration as a clinical counsellor.

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 strong record of 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.
- Evidence of interest and experience in social change efforts
- A GPA of 3.0 or higher for all undergraduate or graduate coursework.
- International students must have a minimum score in one of the following English proficiency tests:
 - 92 or better on the Internet-based TOEFL (iBT) with no band lower than 22.
 - 7.0 IELTS overall with no bands below 6.5.
 - PTE must have a minimum score of 62.

Applicants are required to submit the following items to be considered for admission:

Applicants are required to submit the following items to be considered for admission:

- Application and application fee.
- Statement of Intent answering the following questions:

Please respond to the following questions in your Statement of Intent letter. Your letter should be coherent, well-organized, and reflect your voice and experiences. This is your opportunity to demonstrate your passion for psychology and suitability for the Adler University master's program. Ensure your letter is double-spaced, does not exceed three (3) pages, and please use "headings" so that you answer each question.

- **Who are you, and where do you come from?**
Describe your background, including where you grew up and any significant personal experiences, family influences, or cultural factors shaping your interest in psychology.
- **What ignited your passion for psychology?**
Discuss a specific event, experience, or realization that sparked your interest in psychology. Include any relevant coursework, research, volunteer work, or personal experiences that have further fueled your passion for the field.
- **Why are you interested in the master's program at Adler University?**
Explain why you are specifically interested in the master's program you are applying for at Adler University.
- **Where do you see yourself in future practice?**
Describe your career aspirations and how you plan to apply your degree in your future career. Whether it be in consulting, research, teaching, or another area within psychology, explain how you intend to make a positive impact on the lives of others.
- **Personal Reflection: What is your greatest strength and area for improvement, academically and professionally?**
Reflect on your greatest strength and your area for academic and professional development. Provide specific examples that highlight these aspects of your development.

The following items are also required as part of the application process.

- Resume or Curriculum Vitae.
- Official transcripts from all undergraduate and graduate schools attended (U.S. and Canada)
- *Transcripts should be sent directly to the Office of Admissions.*
Unofficial transcripts are accepted for any schools in which a degree was not received.
- Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the Office of Admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions advisor if you require more details.
- All applicants who meet the minimum requirements in (1) and (2) will be required to interview with a program representative. Applicants will be assessed on their academic background, work and/or volunteer experience, fit with University mission, and the program of interest. Based on the interview, the decision will be (a) direct admission to the graduate program of interest or (b) denied admission.

*Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

*Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

International Applicants

Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions adviser if you require more details.

*Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

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 (SJP)

In their first year of the program, students will spend eight 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. A minimum of 200 hours of SJP is required. For more information, students should contact the manager of Community Action & Engagement, Vancouver Campus.

Professional Practicum

Students are required to complete a 240-hour organizational development practicum, which is typically completed in an organizational setting. Prior to commencing the practicum, each student will receive a review by program faculty to ensure capacity and readiness to complete the practicum. Students receive supervision by designated practitioners in the organizational setting, as well as via supervision by the Organizational Psychology faculty of Adler University. The goal of the practicum is for students to build their capacity as a practitioner by applying their knowledge, skills, attitudes, and values from their experience in the program. 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 nonprofit organizations, EAP firms, management consulting firms, and relocation or outplacement firms.

Graduation Requirements

1. Satisfactory completion of 38 credit hours, including all required courses.
2. Satisfactory completion of 200 hours of the Social Justice Practicum.
3. Satisfactory completion of 240 hours of organizational development practicum.
4. A cumulative GPA of 3.30 or higher, and no more than two courses or six credits with a final grade of C.
5. Successful completion of the MIOP Capstone.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.

Degree Requirements

The following courses are required for this degree. It is strongly recommended that students take courses following the curriculum sequence described below to ensure timely progress in meeting program requirements.

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

MAIOP 215 - Leadership Development

3

This course addresses the principles of identifying and developing individual leader potential and organizational leadership capacity.

MAIOP 222 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MAIOP 225 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

MAIOP 226 - Social Justice Practicum Continued

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Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after MAIOP-225.

MAIOP 515 - Communication Theory and Practice

3

This course focuses on being an effective consultant. Acting as an effective consultant requires various skills including accurate self-awareness and effective interpersonal communication skills.

MAIOP 525 - Statistical Methods At Work

3

This course is designed to provide students with knowledge and skills relevant to application of statistical analyses that are essential to supplement organizational effectiveness.

Prerequisites: Student must complete MAIOP-546 prior to registering for this course.

MAIOP 546 - Research Methods in Organizational Psychology

3

This course discusses the assumptions and methods of a range of research designs used in Organizational and Applied 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 behaviour.

MAIOP 547 - Group Theory and Team Dynamics

3

This course focuses on group/team structures and processes in organizations. This course provides students with the knowledge, understanding, and skills to effectively facilitate groups and teams and support their development.

MIOP 650 - Capstone Preparation

1

This seminar will provide students with an opportunity to meet in a small group format with peers and the faculty member as part of the capstone advising process. **Prerequisites:** Student must complete MAIOP-546 prior to registering for this course.

Prerequisites: MAIOP-546 must be taken prior to registering for this course

MIOP 651 - Capstone I

2

This course will provide students with an opportunity to meet in a small group format with peers and the faculty

member as part of the capstone advising process. Prerequisites: Student must complete MIOP-650 prior to registering for this course.

MIOP 652 - Capstone II

1

This course will provide students with an opportunity to meet in a small group format with peers and the faculty member as part of the capstone advising process. Prerequisites: Student must complete MIOP-651 prior to registering for this course.

Prerequisites: Student must complete MIOP-651 prior to registering for this course.

MAIOP 576 - Strategic Human Resource Management

3

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.

MAIOP 580 - Organizational Change and Development

3

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.

MAIOP 586 - Organizational Psychology Practicum

1

The Professional Practicum is an opportunity for students to develop professional competence in a work context. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and to develop a critical appreciation of the roles and functions of organizational psychology practitioners in organizations and the community.

Prerequisites: MAIOP-588 must be taken prior to registering for this course.

MAIOP 587 - Organizational Psychology Practicum Continuation

0

Continuation of MAIOP-586: The Professional Practicum is an opportunity for students to develop professional competence in a work context.

Prerequisites: MAIOP-586 must be taken prior to registering for this course.

MAIOP 588 - Organizational Psychology Practicum Seminar

1

Using a peer consultation model, this semester provides students preparing to be engaged in practicum training with an opportunity to discuss professional, development, and supervision of experiences.

Prerequisites: Student must complete MAIOP-589 prior to registering for this course.

MAIOP 589 - Introduction to IO Psychology, Systems, Ethics and Socially Responsible Practice

3

This course introduces the core principles of Industrial-Organizational (IO) Psychology, including organizational design, ethics, and social responsibility. Students will explore organizational structures, culture, and life cycles, while developing tools to address ethical challenges and promote sustainable, responsible business practices.

MAIOP 592 - Personnel Selection & Psychometric Assessment

3

This course focuses on how to conduct practical and professional psychological assessments for the purpose of personnel selection and development in organizational settings.

MAIOP 593 - Coaching and Consulting in IO Psychology

3

This course explores principles and practices of organizational coaching and consulting, emphasizing core skills such as client relationship management, contracting, responding to RFPs, and designing training interventions. Students will examine contemporary coaching and consulting practices in the context of current theory and organizational needs.

Prerequisites: Student must complete MAIOP-515 prior to registering for this course.

Total Credit Hours Required: 38

Curriculum Sequence

Students should take courses described in the curriculum sequence provided by the program to satisfy prerequisites for advanced courses and prepare for practicum placements. Not following the recommended course sequence may result in a longer time to complete the degree. Sequence may be subject to alteration and therefore may vary across different cohorts.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective June 5, 2019, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Psychology - Health and Wellness (MOPHW)

Program Overview

The Adler University Master of Psychology in Health and Wellness (MOPHW) is a 36-credit, specialized nonclinical degree that prepares professionals for leadership roles that enhance health outcomes.

As one of the only programs of its kind in Canada, this cutting-edge master's program goes beyond theory, providing students with hands-on expertise in psychometric assessment, wellness program design, and evidence-based leadership - equipping them to challenge the status quo, implementing innovative solutions, shaping policy, and leading efforts that drive lasting change in health care, public health, and community organizations.

Rooted in the biopsychosocial model of human growth and development, the curriculum trains students to assess population health needs and design evidence-based, sustainable interventions informed by research, health promotion, neurobiology, and cognition. It also aligns with many of the standards set by key professional organizations, including the Canadian Psychological Association (CPA), American Psychological Association (APA) Division 38 (Health Psychology), and the Society for Public Health Education (SOPHE).

Expert faculty mentorship and immersive learning experiences empower students to translate psychological research into practice. Graduates are equipped to navigate complex health challenges with confidence, developing strategies that enhance resilience and well-being at both individual and community levels.

Admission Requirements

At Adler University, students represent a wide range of professional interests, backgrounds, and academic and work histories. We admit individuals with a strong record of 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 GPA of 3.0 or higher for all undergraduate or graduate coursework.
- 92 or better on the Internet-based TOEFL (iBT) with no band lower than 22.
- 7.0 IELTS overall with no bands below 6.5.
- PTE must have a minimum score of 62.

Applicants are required to submit the following items to be considered for admission:

- Application and application fee.
- Statement of Intent answering the following questions:

Please respond to the following questions in your Statement of Intent letter. Your letter should be coherent, well-organized, and reflect your voice and experiences. This is your opportunity to demonstrate your passion for psychology and suitability for the Adler University master's program. Ensure your letter is double-spaced, does not exceed three pages, and please use "headings" so that you answer each question.

- **Who are you, and where do you come from?**
Describe your background, including where you grew up and any significant personal experiences, family influences, or cultural factors shaping your interest in psychology.
- **What ignited your passion for psychology?**
Discuss a specific event, experience, or realization that sparked your interest in psychology. Include any relevant coursework, research, volunteer work, or personal experiences that have further fueled your passion for the field.
- **Why are you interested in the master's program at Adler University?**

Explain why you are specifically interested in the master's program you are applying for at Adler University.

- **Where do you see yourself in future practice?**

Describe your career aspirations and how you plan to apply your degree in your future career. Whether it be in consulting, research, teaching, or another area within psychology, explain how you intend to make a positive impact on the lives of others.

- **Personal Reflection: What is your greatest strength and area for improvement, academically and professionally?**

Reflect on your greatest strength and your area for academic and professional development. Provide specific examples that highlight these aspects of your development.

The following items are also required as part of the application process.

- Resume or Curriculum Vitae.
- Official transcripts from all undergraduate and graduate schools attended (U.S. and Canada)
Transcripts should be sent directly to the Office of Admissions.

Unofficial transcripts are accepted for any schools in which a degree was not received.

- Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the Office of Admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions advisor if you require more details.

All applicants who meet the minimum requirements in (1) and (2) will be required to interview with a program representative. Applicants will be assessed on their academic background, work and/or volunteer experience, fit with University mission, and the program of interest. Based on the interview, the decision will be (a) direct admission to the graduate program of interest or (b) denied admission.

*Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

International Applicants

Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions adviser if you require more details.

Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

International students must have a:

- Minimum score in one of the following English proficiency tests:
 - 92 or better on the IBT (Internet-based TOEFL).
 - 6.5 IELTS in all bands; overall IELTS of 7.0
 - PTE must have a minimum score of 62.
- Statement of intent.
- Resume indicating related experience.

All applicants who meet the minimum requirements in (1) and (2) will be required to interview with a program representative. Applicants will be assessed on their academic background, work and/or volunteer experience, and fit with the University mission and program of interest. Based on the interview, the decision will be (a) admission to the graduate program of interest (MOPHW) or (b) denied admission.

Practicum - Vancouver Campus

Social Justice Practicum (SJP)

In their first year of the MOPHW program, students will spend approximately eight 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. A minimum of 200 hours of SJP is required. For more information, students should contact the manager of community action and engagement, Vancouver Campus.

Graduation Requirements

1. Satisfactory completion of 36 credit hours, including all required courses.
2. Satisfactory completion of 200 hours of the Social Justice Practicum.
3. A cumulative GPA of 3.3 or higher, and no more than two courses or six credits with a final grade of C.
4. Successful completion of the MOPHW Capstone.

Submission of completed graduation application and full payment of all outstanding tuition and fees.

Degree Requirements

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

MAIOP 222 - Social Justice Practicum I

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MAIOP 225 - Social Justice Practicum II

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete Social Justice Practicum I. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish

and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

MAIOP 226 - Social Justice Practicum Continued

0

Students in Vancouver Campus are required to register for this course when SJP requirements have not been fulfilled after MAIOP-225.

MAIOP 546 - Research Methods in Organizational Psychology

3

This course discusses the assumptions and methods of a range of research designs used in Organizational and Applied 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 behaviour.

MOPHW 500 - History & Systems for Applied Psychology

3

This course will focus on the conceptual origins and evolution of modern ideas in applied psychology with an emphasis on historical and contemporary viewpoints that have influenced and shaped accepted models and systems within the field.

MOPHW 503 - Ethics & Socially Responsible Practice

3

This course focuses on establishing and promoting ethical and socially responsible practice within the field of applied psychology. Students will evaluate human rights, welfare, and public health and safety of groups and individuals as these constructs relate to the practice of applied psychology.

MOPHW 504 - Community Psychology & Program Evaluation

3

Community Psychology investigates a range of pervasive social justice issues that impact the well-being of individuals and communities. In this course students will study a wide variety of forces and structures in the community which affect the positive growth, development, and functioning of its members.

MOPHW 505 - Diversity & Individual Differences

3

In this course, students will examine the value and nature of diversity and individual differences within groups, communities, and global environments in contemporary society. This course will explore the meaning and dimensions of diversity from an individual and systems perspective and the various contexts of diversity at the individual, group, domestic, organizational, and global level.

MOPHW 506 - Cognitive, Affective, and Biological Bases of Behaviour

3

This course explores biological bases of behaviour throughout the lifespan with an emphasis on practical applications of current neuroscience research. Students will critically analyze practical situations as they relate to the impact of biological structures and physiological systems on psychological functioning.

MOPHW 512 - Positive Psychology for Health & Wellness

3

This course will explore the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life.

Prerequisites: Student must complete MOPHW-506; prior to registering for this course.

MOPHW 513 - Mindfulness-Based Approaches to Health & Wellness

3

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.

Prerequisites: Student must complete MOPHW-506 prior to registering for this course.

MOPHW 514 - Biological Bases for Health & Wellness

3

This course will provide an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological wellbeing. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective.

Prerequisites: Student must complete MOPHW-506 prior to registering for this course.

MOPHW 518 - Current Issues & Applications in the Psychological Sciences

3

This course provides an overview of foundational psychological sciences and the related applications in the field. A broad review of scientific approaches to inquiry, methodological frameworks, professional skills, and application will be reviewed in fundamental areas of psychology.

MOPHW 650 - Capstone Preparation

1

This seminar will provide students with an opportunity to meet in a small group format with peers and faculty as part of the capstone advising process. With guidance from their peers and faculty, students will review and discuss their capstone topics and research methodologies with the goal of developing, refining, and completing their Capstone Concept Paper by the end of the course. Students will also learn about the ethical responsibilities related to conducting applied research.

Prerequisites: Student must complete MAIOP-546 prior to registering for this course.

MOPHW 651 - Capstone I

2

The Capstone course provides students with a unique opportunity to complete their Capstone Manuscript that will reflect their learning and training experiences throughout the program.

Prerequisites: Student must complete MOPHW-650 prior to registering for this course.

MOPHW 652 - Capstone II

1

The Capstone course provides students with a unique opportunity to complete their Capstone Manuscript that will reflect their learning and training experiences throughout the program.

Prerequisites: Student must complete MOPHW-650 prior to registering for this course.

Total Credit Hours Required: 36

Curriculum Sequence

Students should take courses described in the curriculum sequence provided by the program to satisfy prerequisites for advanced courses and prepare for practicum placements. Not following the recommended course sequence may result

in a longer time to complete the degree. Sequence may be subject to alteration and therefore may vary across different cohorts.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Aug.17, 2021, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Master of Public Policy and Administration, (MPPA) - Vancouver Campus

Program Overview

The Master of Public Policy and Administration (MPPA) develops leaders who are sensitive to issues of social justice and capable of addressing today's complex policy problems. The program shapes future policymakers, public administrators, and community-based professionals seeking to impact systemic social change. Students in the program participate in small, dynamic classes with a cohort of learners and receive individualized attention to support their learning. Graduates are prepared for diverse career pathways with municipal, provincial, and federal governments and agencies, as well as with nonprofit organizations, advocacy groups, and research institutes.

Graduates of this program will be able to:

- Execute the core facets of the policymaking process.
- Analyze how social and economic structures contribute to contemporary social issues and experiences of marginalization and inequity.
- Develop appropriate leadership skills for public and/or nonprofit organizations.
- Identify the impact of key developments and contextual factors on Canadian governance and leadership in public and nonprofit organizations.
- Apply a range of quantitative and qualitative methodologies in the development, analysis, and evaluation of public policy.
- Apply the associated standards of ethical behavior for professionals in the public and/or nonprofit sectors.
- Construct strategies to engage diverse stakeholders in collaborative program, policy, and governance processes.
- Communicate respectfully and professionally with a diverse and changing citizenry.

Students graduating from the Social Change Leadership Concentration will be able to:

- Examine current and historical tactics for the advancement of social justice within a public policy framework.
- Design community development initiatives to improve the lived experiences of marginalized populations.

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 strong record of 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.
- Evidence of interest and experience in social change efforts
- A GPA of 3.0 or higher for all undergraduate or graduate coursework.

- Completion, with a grade of C or better, of two, three-credit courses (six credits total) in program-relevant areas such as political science, sociology, women's or gender studies, economics, policy, community development, research methods, and statistics; equivalencies are considered.
- International students must have a minimum score in one of the following English proficiency tests:
 - 92 or better on the Internet-based TOEFL (iBT) with no band lower than 22.
 - 7.0 IELTS overall with no bands below 6.5.
 - PTE must have a minimum score of 62.

Applicants are required to submit the following items to be considered for admission:

- Application and application fee.
- Statement of intent answering the following questions:
 - Why are you interested in your chosen field and program?
 - Why is Adler University's program a good fit for you?
 - What are your career goals and interests?
- Resume or curriculum vitae.
- Official transcripts from all undergraduate and graduate schools attended (U.S. and Canada).
 - Please have official transcripts sent directly to the Office of Admissions.
 - Unofficial transcripts are accepted for any schools in which a degree was not received.
 - Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the [admissions office](#) as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions adviser if you require more details.

All applicants who meet the minimum admission requirements will be required to interview with a program representative. Applicants will be assessed on their academic background, work and/or volunteer experience, fit with university mission and the program of interest. Based on the interview, the decision will be (a) direct admission to the graduate program of interest (MPPA) or (b) denied admission.

Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

International Applicants

Applicants with international (outside the U.S. or Canada) post-secondary education should send a scan of their official transcript to the admissions office as this program is exempt from the requirement to complete a transcript evaluation. Please speak to your admissions adviser if you require more details.

Applicants submitting admission documents (transcripts, bank documents, English proficiency scores, etc.) that are found to have been altered or fabricated will be denied admission. Denials based on fraudulent documents cannot be appealed.

Program Requirements and Policies

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.

Practicum - Vancouver Campus

Social Justice Practicum (SJP)

In their first year of the MPPA program, students will spend approximately eight to ten hours per week over the course of six months at an approved Social Justice Practicum (SJP) site and must concurrently enroll in required coursework. A minimum of 200 hours of SJP is required. For more information, students should contact the manager of Community Action & Engagement, Vancouver Campus.

Policy Internship

Students in the MPPA program are required to complete a 300-hour on-site internship that provides an opportunity to build professional competence, including hands-on application of their studies, network development, and direct experience of an organizational culture. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and develop a critical appreciation of the roles and functions of public policy practitioners in organizations and the community. Students also gain insight into the application of theory and best practices in work environments and the relationships that exist between theory and practice. Student practica are supported by an academic supervisor who actively engages them in reflective learning and serves as a key contact for the internship host.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 200 hours of the Social Justice Practicum.
3. Satisfactory completion of 300 hours of the policy internship.
4. A cumulative GPA of 3.3 or higher, and no more than two courses or six credits with a final grade of C.
5. Successful completion of the Capstone paper.
6. Submission of completed graduation application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation for the conferral of the Master of Public Policy and Administration degree.

Degree Requirements

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

Core Courses

MPPA 500 - Principles of Community Psychology

3

Community Psychology investigates people's wellbeing and mental health in the context of community and social life. Largely informed by a concern with social justice, it focuses on social inequalities that impact the wellbeing of individuals and communities. To this end, it draws on Critical Theory to analyze the reproduction of power inequalities and the erosion of the individual's ability to maintain control of their own wellbeing. In this course, students will study a wide variety of social actions and interventions that can promote the wellbeing of people and their communities. Students learn how to understand and explain contemporary social issues from the level of identifying and defining community problems to the level of policy and practice.

MPPA 505 - Public Sector Governance

3

This course provides an examination of the 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 Canadian governance system, comparisons with other models in the global environment are also considered. The course also provides learning in the basic economic tools and micro-economic models relevant to current policy and public sector choices, including the role of government in public financing for social programming within a market-oriented economy. Students learn about public goods, externalities, competition versus monopoly, opportunity cost, economic efficiency and equity; how microeconomics is used in public policy analysis, and methods of economic analysis. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

MPPA 510 - Applied Research Methods I: Models and Analytics

3

This course addresses the assumptions, approaches and methods underlying the development of research in public policy. Covering the fundamentals of the research process from the inception of the research interest to information dissemination, students explore all the necessary requirements to conduct research on a public policy issue. Students will learn to critically evaluate the strengths and weaknesses of different research approaches (mixed, quantitative and qualitative) and how different designs can be used to shape the research question, data collection methods, processes for data analysis, and communication strategies for dissemination. Published policy research using different research designs will be critically evaluated and provide opportunities to explore recent advances in the field of policy and social justice initiatives. A significant emphasis is placed on ethical considerations in the research process as well as strategies for assessing research integrity, validity, and quality.

MPPA 520 - Applied Research Method II: Application

3

This course offers an advanced investigation and hands-on application of, qualitative and quantitative, and mixed methods research approaches within a policy context. Simulating an exploratory sequential mixed methods design, students will extend their research proposal from Applied Research Methods I by: developing a research consent form according to Adler University's Research Ethics Board guidelines; learning qualitative and some quantitative data collection methods, completing weekly assignments, using the analysis in the development of a scaffolding style policy paper; options for communicating policy research outcomes (i.e. posters/presentation deck, etc.) and exploring the use of NVIVO software in qualitative and mixed methods analyses.

MPPA 530 - Public Policy Analysis and Application

3

This course focuses on all facets of the policy development process, from identifying a policy need, defining the problem, undertaking research to inform options, and to planning and evaluating policy interventions. This course explores frameworks for policy analysis, the role of citizens in the policy process, and the complex tensions between public policy, community organizing, and social justice practices. It examines how community development leaders and practitioners, advocacy groups, and community organizations can work with local, provincial, and federal governments to address issues of social change.

MPPA 540 - Organizational Leadership & Management Practice

3

This course will introduce leadership and management practices; both at a scholarly and a practical level. At a scholarly level, it will focus on issues such as authenticity, ethics, power dynamics and leading in crisis. At a practical level, the

course will unpack leadership within the context of government, the public service, the non-profit sector and within the Indigenous community. By combining both scholarly and practical knowledge, this course will guide students through the identification of their own leadership style and an analysis of how it shapes their approach towards a variety of organizational leadership and management functions.

MPPA 550 - Economy and Economic Analysis

3

This course is focused on the basic economic tools and models relevant to current policy and public sector choices. It explores contemporary debates about the roles of the state within market economy, as well as the impacts of global neoliberalism and other global economic forces. The course provides an overview of economic policy frameworks and contemporary economic policy issues. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

MPPA 560 - Social Program Planning and Implementation

3

This course explores all facets of the program planning, implementation, and evaluation cycle relevant to contemporary social policy issues. Positioning programming as a policy mechanism, this course offers an opportunity to identify a program need; design and reflect on a program aimed at supporting social justice; and create an evaluation plan. With an emphasis on ethical engagement with community, the course provides students with the knowledge and skills to succeed in the complex world of social programming.

MPPA 570 - Ethics, Diversity & Socially Responsible Practice

3

This course provides students with a strategic operational foundation in the theory of public service ethics. Throughout the semester, we will examine the application of ethical theories to explore not simply what governments could do, but what they should do based on consequences, principles, and motivations. Together, we will investigate ethical standards expected of those working and leading the public service and not-for-profit sector. Specifically, we will identify and reflect upon the obligations of the public servant, and address the ethical dilemmas confronted by the public servant in the performance of their roles and responsibilities. As the course progresses, we will develop and respond to ethics-based scenarios using key concepts such as diversity, racialisation, colonialism, and intersectionality.

MPPA 650 - Social Justice Practicum

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based

Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

MPPA 651 - Social Justice Practicum Continued

0

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete MPPA-650. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

Social Change Leadership Concentration Courses

MPPA 600 - Foundations of Community Development

3

This graduate course explores the foundations of community development. It considers the notion of community through the historical and theoretical perspectives and contemporary approaches used, and skills needed by community workers. It begins by examining the meaning and purpose of community and the ways communities change over time. It identifies major influences and the contributions of Canadians to the development and practice of community development. It considers the role of relationship-building and maintenance and presents a model to identify issues that arise in community development work. It explores development in Indigenous and international communities, and the future of community development and social welfare in Canada. The readings teach students how to be successful in working with various communities through the application of select case studies to illustrate principles of community practice.

MPPA 610 - Advocacy Strategy and Tactics for Social Change

3

This course explores theories of change and impactful social movements as a means of preparing students to lead change processes. It examines the activities, contexts, challenges, and ethics of community-based social change as they relate to organizations and institutional systems, work/task groups, and individuals and the role of community leaders in these processes. The course focuses on strategies and tactics to impact policy-level change and how they may be used to create social equity 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 orders of government to address issues of social change.

MPPA 655 - Policy Internship - Social Change Leadership Concentration

1

In their second year of the MPPA program, students are required to complete a 300-hour on-site internship that provides an opportunity to build professional competence, including hands-on application of their studies, network development, and direct experience of an organizational culture. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and develop a critical appreciation of the roles and functions of public policy practitioners in organizations and the community. Students also gain insight into the application of theory and best practices in work environments, and the relationships that exist between theory and practice. Student practica are supported by an academic supervisor who actively engages them in reflective learning and serves as a key contact for the internship host.

MPPA 656 - Policy Internship Continued - SOCIAL Change Leadership Concentration

0

Students in the MPPA program are required to complete a 300-hour on-site internship that provides an opportunity to build professional competence, including hands-on application of their studies, network development, and direct experience of an organizational culture. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and develop a critical appreciation of the roles and functions of public policy practitioners in organizations and the community. Students also gain insight into the application of theory and best practices in work environments, and the relationships that exist between theory and practice. Student practica are supported by an academic supervisor who actively engages them in reflective learning and serves as a key contact for the internship host. The MPPA Policy Internship Agreement is provided in the MPPA Policy Internship Handbook.

MPPA 670 - Capstone Paper - Social Change Leadership Concentration

1

This seminar focuses on the Social Change Leadership stream. The course supports students with the development and completion of their individual capstone projects. The course will be focused on addressing issues as they arise, peer learning throughout the research process, and meeting project milestones to ensure successful completion of the capstone project.

MPPA 671 - Capstone Paper Continued - Social Change Leadership Concentration

0

This seminar focuses on the Social Change Leadership stream. The course supports students with the development and completion of their individual capstone projects. The course will be focused on addressing issues as they arise, peer learning throughout the research process, and meeting project milestones to ensure successful completion of the capstone project.

Total Credit Hours: 36

Sample * Curriculum Sequence - Full-Time Model

Year One

Term One

MPPA 510 - Applied Research Methods I: Models and Analytics

3

This course addresses the assumptions, approaches and methods underlying the development of research in public policy. Covering the fundamentals of the research process from the inception of the research interest to information dissemination, students explore all the necessary requirements to conduct research on a public policy issue. Students will learn to critically evaluate the strengths and weaknesses of different research approaches (mixed, quantitative and qualitative) and how different designs can be used to shape the research question, data collection methods, processes for data analysis, and communication strategies for dissemination. Published policy research using different research designs will be critically evaluated and provide opportunities to explore recent advances in the field of policy and social justice initiatives. A significant emphasis is placed on ethical considerations in the research process as well as strategies for assessing research integrity, validity, and quality.

MPPA 530 - Public Policy Analysis and Application

3

This course focuses on all facets of the policy development process, from identifying a policy need, defining the problem, undertaking research to inform options, and to planning and evaluating policy interventions. This course explores frameworks for policy analysis, the role of citizens in the policy process, and the complex tensions between public policy, community organizing, and social justice practices. It examines how community development leaders and practitioners, advocacy groups, and community organizations can work with local, provincial, and federal governments to address issues of social change.

MPPA 650 - Social Justice Practicum

1

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall or spring term depending on when your first year begins. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending workshops to explore intersectionality, empowerment, and civic engagement and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a campus-based Department of Community Action & Engagement workshop, and (3) a formal SJP final presentation. 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 inadmissible to meet this requirement. Note: During this course, students enrolled in the SJP attend at least one SJP workshop and complete a minimum of 50 hours upon placement at site.

Term Credits = 7

Term Two

MPPA 505 - Public Sector Governance

3

This course provides an examination of the 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 Canadian governance system, comparisons with other models in the global environment are also considered. The course also provides learning in the basic economic tools and micro-economic models relevant to current policy and public sector choices, including the role of government in public financing for social programming within a market-oriented economy. Students learn about public goods, externalities, competition versus monopoly, opportunity cost, economic efficiency and equity; how microeconomics is used in public policy analysis, and methods of economic analysis. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

MPPA 520 - Applied Research Method II: Application

3

This course offers an advanced investigation and hands-on application of, qualitative and quantitative, and mixed methods research approaches within a policy context. Simulating an exploratory sequential mixed methods design, students will extend their research proposal from Applied Research Methods I by: developing a research consent form according to Adler University's Research Ethics Board guidelines; learning qualitative and some quantitative data collection methods, completing weekly assignments, using the analysis in the development of a scaffolding style policy paper; options for communicating policy research outcomes (i.e. posters/presentation deck, etc.) and exploring the use of NVIVO software in qualitative and mixed methods analyses.

MPPA 651 - Social Justice Practicum Continued

0

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs the term after students complete MPPA-650. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to intersectionality, empowerment, and civic engagement as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site; of which 50 hours will be earmarked for students' deliverables to their site, (2) attendance at two campus-based Department of Community Action & Engagement workshops, and (3) a formal SJP final presentation. 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 no life credit is admissible to meet this requirement.

Term Credits = 6

Term Three

MPPA 540 - Organizational Leadership & Management Practice

3

This course will introduce leadership and management practices; both at a scholarly and a practical level. At a scholarly level, it will focus on issues such as authenticity, ethics, power dynamics and leading in crisis. At a practical level, the course will unpack leadership within the context of government, the public service, the non-profit sector and within the Indigenous community. By combining both scholarly and practical knowledge, this course will guide students through the identification of their own leadership style and an analysis of how it shapes their approach towards a variety of organizational leadership and management functions.

MPPA 500 - Principles of Community Psychology

3

Community Psychology investigates people's wellbeing and mental health in the context of community and social life. Largely informed by a concern with social justice, it focuses on social inequalities that impact the wellbeing of individuals and communities. To this end, it draws on Critical Theory to analyze the reproduction of power inequalities and the erosion of the individual's ability to maintain control of their own wellbeing. In this course, students will study a wide variety of social actions and interventions that can promote the wellbeing of people and their communities. Students learn how to understand and explain contemporary social issues from the level of identifying and defining community problems to the level of policy and practice.

MPPA 550 - Economy and Economic Analysis

3

This course is focused on the basic economic tools and models relevant to current policy and public sector choices. It explores contemporary debates about the roles of the state within market economy, as well as the impacts of global neoliberalism and other global economic forces. The course provides an overview of economic policy frameworks and contemporary economic policy issues. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

Term Credits = 9

Year Two

Term Four

MPPA 570 - Ethics, Diversity & Socially Responsible Practice

3

This course provides students with a strategic operational foundation in the theory of public service ethics. Throughout the semester, we will examine the application of ethical theories to explore not simply what governments could do, but what they should do based on consequences, principles, and motivations. Together, we will investigate ethical standards expected of those working and leading the public service and not-for-profit sector. Specifically, we will

identify and reflect upon the obligations of the public servant, and address the ethical dilemmas confronted by the public servant in the performance of their roles and responsibilities. As the course progresses, we will develop and respond to ethics-based scenarios using key concepts such as diversity, racialisation, colonialism, and intersectionality.

MPPA 600 - Foundations of Community Development

3

This graduate course explores the foundations of community development. It considers the notion of community through the historical and theoretical perspectives and contemporary approaches used, and skills needed by community workers. It begins by examining the meaning and purpose of community and the ways communities change over time. It identifies major influences and the contributions of Canadians to the development and practice of community development. It considers the role of relationship-building and maintenance and presents a model to identify issues that arise in community development work. It explores development in Indigenous and international communities, and the future of community development and social welfare in Canada. The readings teach students how to be successful in working with various communities through the application of select case studies to illustrate principles of community practice.

MPPA 655 - Policy Internship - Social Change Leadership Concentration

1

In their second year of the MPPA program, students are required to complete a 300-hour on-site internship that provides an opportunity to build professional competence, including hands-on application of their studies, network development, and direct experience of an organizational culture. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and develop a critical appreciation of the roles and functions of public policy practitioners in organizations and the community. Students also gain insight into the application of theory and best practices in work environments, and the relationships that exist between theory and practice. Student practica are supported by an academic supervisor who actively engages them in reflective learning and serves as a key contact for the internship host.

Term credits = 7

Term Five

MPPA 610 - Advocacy Strategy and Tactics for Social Change

3

This course explores theories of change and impactful social movements as a means of preparing students to lead change processes. It examines the activities, contexts, challenges, and ethics of community-based social change as they relate to organizations and institutional systems, work/task groups, and individuals and the role of community leaders in these processes. The course focuses on strategies and tactics to impact policy-level change and how they may be used to create social equity 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 orders of government to address issues of social change.

MPPA 560 - Social Program Planning and Implementation

3

This course explores all facets of the program planning, implementation, and evaluation cycle relevant to contemporary social policy issues. Positioning programming as a policy mechanism, this course offers an opportunity to identify a program need; design and reflect on a program aimed at supporting social justice; and create an evaluation plan. With an emphasis on ethical engagement with community, the course provides students with the knowledge and skills to succeed in the complex world of social programming.

MPPA 656 - Policy Internship Continued - SOCIAL Change Leadership Concentration

0

Students in the MPPA program are required to complete a 300-hour on-site internship that provides an opportunity to build professional competence, including hands-on application of their studies, network development, and direct experience of an organizational culture. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and develop a critical appreciation of the roles and functions of public policy practitioners in organizations and the community. Students also gain insight into the application of theory and best practices in work environments, and the relationships that exist between theory and practice. Student practica are supported by an academic supervisor who actively engages them in reflective learning and serves as a key contact for the internship host. The MPPA Policy Internship Agreement is provided in the MPPA Policy Internship Handbook.

Term credits = 6

Term Six

MPPA 670 - Capstone Paper - Social Change Leadership Concentration

1

This seminar focuses on the Social Change Leadership stream. The course supports students with the development and completion of their individual capstone projects. The course will be focused on addressing issues as they arise, peer learning throughout the research process, and meeting project milestones to ensure successful completion of the capstone project.

Term credits = 1

Total Credit Hours = 36

Note: * Only for students who require more than two semesters to complete Social Justice Practicum and Policy Internship hours and Capstone Paper.

Notice for students and public: *This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective Aug. 17, 2021, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).*

Tuition and Fees (Vancouver)

- 2025-2026 Tuition and Fees Schedule
- Payment Information - Vancouver Campus
- Tuition Refund Policy - Vancouver Campus

2025-2026 Tuition and Fees Schedule

*** Please note that all tuition and fees are subject to change.**

Admission Fees and Deposits (in Canadian Dollars)

Admissions Application Fee (nonrefundable)	\$30
Deposit (nonrefundable) - Master's programs (will be applied to first semester's tuition)	\$200
Deposit (nonrefundable) - Psy.D. program (will be applied to first semester's tuition)	\$300
Deposit (nonrefundable) - International Students	\$5,000
Start Date Deferral Fee (nonrefundable)	\$500

Tuition

Tuition - Standard Master's (per credit hour)	\$1,211
Tuition - Standard Psy.D. (per credit hour)	\$1,347
Tuition - Audit Master's (per credit hour)	\$606

Fees

MACP 529 - M.A. Thesis Continuation	\$1,211
MAIOP 554 - MAIOP Thesis Continuation	\$1,211
Project Continuation/ Capstone Continuation	\$1,211
MPPA - Capstone Continued	\$1,211
MACP 610 - Practicum Continuation	\$150
MPPA 651 - Social Justice Practicum Continued	\$150
MACP 995 - Master's Clinical Qualifying Exam/MART 995 - Master's Clinical Art Qualifying Examination	\$1,211

MART 204 - Social Justice Practicum Continuation/SJP 204 - Social Justice Practicum Continuation	\$150
PSYD 604 - Social Justice Practicum Continued	\$150
MAIOP 226 - Social Justice Practicum Continued	\$150
MART 205 - Professional Development Seminar Continued	\$1,211
MART 669 - Clinical Seminar Continued	\$1,211
MART 679 - Clinical Practicum Continued	\$150
MPPA 656/MPPA-661 - Policy Internship Continued	\$150
MACP 473/MART-573 - Pre-Practicum Skills Lab	\$1,100
PSYD 906 - Dissertation Continued	\$1,347
PSYD 691 - Doctoral Clinical Qualifying Exam - Intervention	\$1,347
PSYD 990 - Doctoral Clinical Qualifying Exam - Assessment	\$1,347
International Student Services Fee* (per term)	\$1,400
PSYD Universal Fee (per term)	\$540
MACP/MACPSY Universal Fee (per term)	\$655
MCP/MCPSY Universal Fee (per term)	\$511
MAIOP Universal Fee (per term)	\$630
MIOP Universal Fee (per term)	\$486
MART Universal Fee (per term)	\$632
MPPA Universal Fee (per term)	\$486
MOPHW Universal Fee (per term)	\$449
Add/Drop Fee (applied after registration period)	\$70
Late Registration Fee	\$150
Late Payment Fee (% of past due balance)	2%

***applicable to all international students**

Payment Information - Vancouver Campus

Methods of Payment

Online: Register your payment through Flywire or Transfermate

- Flywire <https://adler.flywire.com>
-Choose from Debit, Visa, Mastercard, American Express, or wire transfer.
- Transfermate <https://adleruniversityvancouver.transfermateeducation.com/>
-Choose wire transfer. Transfermate Credit Card payment option is available to international students only.

In Person: Payment may be remitted in person on campus through the Student Accounts Office. Payment can be made through cheque or money order. Cheques are to be made payable to Adler University. Unless otherwise indicated, tuition and fees are listed in Canadian dollars, and remittance must be made in Canadian dollars.

By Mail: Cheques are to be made payable to Adler University. Unless otherwise indicated, tuition and fees are listed in Canadian dollars, and remittance must be made in Canadian dollars.

Mailed payments must be received by the Student Accounts Office by the scheduled due date, which is listed on the tuition payment form.

Please allow adequate time for mailing. Payments postmarked on or before the due date will have any and all late payment fees waived, if applicable.

Payments made by cheque or money order should be mailed to:

Adler University

ATTN: Student Accounts. 520 Seymour St. Vancouver, BC V6B 3J5

Tuition and fees are due and payable one month after the registration period ends. 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 (deferred monthly installments) are available. Interested students can contact the Student Accounts Office for more information. Inquiries should be initiated prior to the published tuition due date.

Late Payment Charge: Students understand and agree that if they fail to pay their student account bill, or any monies due and owing Adler University by the scheduled due date, Adler University will assess late payment and/or finance charges at the rate of 2% per month on the past due portion of their student account until their past due account is paid in full.

Students whose financial accounts are delinquent 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. Adler 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 - Vancouver Campus

Students who have officially withdrawn from the University or specific courses, may be entitled to a tuition refund to be paid within 15 business days of receipt of the official withdrawal or drop request. Refunds will be based upon the total charge incurred rather than the amount paid by the student. The percentage of tuition refunded excludes the

nonrefundable tuition deposit, international student deposit*, and all other fees, and is determined in accordance with the following schedule:

- End of 10th calendar day of the course period 100%.
- 11th calendar day of the course period through the end of the term 0%.
- To initiate a refund, written notice must be provided:
 - a. By a student to the institution when the student withdraws.
 - b. By the institution to the student where the institution dismisses a student.

Refund entitlement is calculated on the total fees due under the contract, less the applicable nonrefundable application, deposit, or registration fees. Where total fees have not yet been collected, the institution is not responsible for refunding more than has been collected to date and a student may be required to make up monies due under the contract.

*International student deposits will be refunded in full less the admissions processing fee of \$200 should the student not be able to obtain a Visa prior to the start of the program.

International student deposits will be refunded in full less the admissions deposit of \$5,000 should the student choose not to start their program after obtaining their Visa.

Student Handbook

Student Handbook 2025-2026

WELCOME TO ADLER UNIVERSITY!

The *Adler University Student Handbook* and the *Adler University Catalog* provide important information and serve as references to guide students of Adler University. The most current version of these documents can be found in the Adler Catalog at catalog.adler.edu. The *Adler University Student Handbook* is supplemented by other handbooks and documents covering topics such as practicum, the doctoral internship, the doctoral dissertation, the master's thesis, and qualifying examinations. Students are encouraged to view these essential documents on Adler Connect at connect.adler.edu.

This *Adler University Student Handbook* is meant as a guide only and does not serve as a contract between the University and its students. Adler University reserves the right to change the policies and procedures outlined in this handbook and the schedules, fees, and regulations affecting students. Students are responsible for familiarizing themselves with all policies and procedures in this handbook and any updates posted on Adler Connect and Adler Catalog.

Academic Related Information

Basic Student-Trainee Competencies Policy

Pregnancy at Adler - Chicago and Online campuses

Professional Communication Skills

Reasonable Directives from a University Official or Office

Religious Holiday/Attendance Policy

Student Complaints and Appeal Policy and Procedure

General Regulations

Acceptable Use of Electronic Mail, the Internet, and Other Technology

Alcohol and Other Substances

Audio and Video Recording Policy

Campus Safety and Campus Closure

Children on Campus

Civil and Criminal Law

Guest Visitation and Responsibility

Missing Person Reporting

Photography Release

Posting or Sharing Information on Chicago Campus or Via Campus Communications

Solicitation

Unauthorized Entry to University Facilities

Weapons

Basic Student-Trainee Competencies Policy

Adler University expects that socially responsible practitioners will demonstrate competence within and across a number of dimensions. Faculty, training staff, supervisors, and administrators have a duty and responsibility to evaluate the competence of students across multiple aspects of performance and functioning. In consequence, ongoing evaluation addresses student progress not only in the academic arena, but also in other areas of professional development related to skills and attitudes.

Students at Adler University must demonstrate a basic set of core interpersonal, personal, and intellectual skills, as well as attitudes and values, representing the baseline competencies of socially responsible practitioners. It is expected that students will further develop these competencies as they progress through the program. These core skills and attitudes include the following:

- **Interpersonal skills:** The student demonstrates the ability to listen to and to be empathic with others, to form relationships, and to interact respectfully with others despite differing experiences, values, backgrounds, or points of view.
- **Expressive skills:** The student demonstrates the ability to appropriately communicate ideas and feelings in oral, non-verbal, and written forms.
- **Cognitive skills:** The student demonstrates appropriate problem-solving ability, critical thinking skills, organized reasoning, intellectual curiosity, and flexibility.
- **Affective skills:** The student demonstrates an ability to tolerate and manage internal states, uncertainty, and interpersonal conflict.
- **Reflective skills:** The student demonstrates the ability to examine and consider personal motives, attitudes, behaviors, and their effect on others. A reflective skill of special relevance is the ability to be open to and to integrate feedback.
- **Personal skills:** The student demonstrates a strong work ethic, motivation to learn, personal organization, punctuality, and appropriate self-presentation.
- **Attitudes:** The student demonstrates the desire to help and advocate for others, to be open to current ideas, and to act with honesty and concern for ethics.

It is the responsibility of the faculty to determine the readiness of each student to advance. The Writing Center is available to students who need assistance. Students may be referred to the departmental Student Development Committee (SDC) for initial remediation. Ongoing concerns are addressed through the Student Comprehensive Evaluation Committee (SCEC).

Pregnancy at Adler - Chicago and Online campuses

Adler treats 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: TitleIX@adler.edu.

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.

If you are experiencing any **medical complications from pregnancy or childbirth** (e.g., preeclampsia, gestational diabetes, hyperemesis gravidarum) or will be undergoing surgery like a cesarean section, you are protected under the Americans with Disabilities Act (ADA). **Contact Disability Services to discuss disability-related accommodations.** Disability Services will work with you and your program to determine what accommodations may be reasonable based on a case-by-case, interactive basis. Note that medical documentation will be necessary. Contact Disability Services: DisabilityOffice@adler.edu.

You also may consider taking a Medical Leave of Absence. It is encouraged that you consult with your program chair or advisor as soon as possible to determine if a leave may be right for you, and how it may impact your completion of your program. A Medical Leave of Absence form is available on the Registrar page on Adler Connect.

Situation	Contact
You are requesting excused absences due to childbirth/pregnancy	Your course instructors
You have questions about taking time off due to pregnancy	Title IX: TitleIX@adler.edu
You have concerns about possible pregnancy or childbirth discrimination, or wish to report discrimination	Title IX: TitleIX@adler.edu
You require accommodations for typical pregnancy symptoms (e.g., frequent restroom breaks or elevator access)	Title IX: TitleIX@adler.edu
You are experiencing pregnancy or birth related medical complications, and require accommodations	Disability Services: DisabilityOffice@adler.edu

You need a significant amount of time off due to pregnancy or childbirth	Consider taking a Medical Leave of Absence. Form available from the Registrar. Available on Registrar's Adler Connect page.)

Other Information

- Adler provides a nursing room with privacy, a refrigerator and access to electricity. You may access the room on the Chicago campus by visiting the Front Desk on the 15th floor and requesting a key.
- Review Adler's policy about children visiting found in "Children on Campus" section of the Student Handbook.

Professional Communication Skills

Excellent communication skills are a necessity for today's practitioners and are foundational to their professional success. In order to ensure that Adler University students will be ready to become tomorrow's leaders, written and oral communications are evaluated throughout students' educational and training experiences, from admission to graduation. Adler University offers all students opportunities to develop their communication skills through academic coursework and support services.

While students are held to the highest communication standards in the classroom and professional training contexts, they are also encouraged to consider appropriate methods of communication in other contexts, specifically email, text messages, and social networking. In a technologically connected world, students must understand that virtual personas are rarely private. Information sent or posted electronically may reach potential or current employers, clients, classmates, colleagues, or teachers, causing serious and irreparable harm to an individual's personal or professional reputation. While all members of the Adler University community are entitled to their own opinions and have the right to free speech, they are urged to use electronic communication platforms thoughtfully and with caution so as not to harm the University's or their own standing.

Reasonable Directives from a University Official or Office

Students are not to disregard the reasonable directives, either verbal or written, issued by a University official or office, or obstruct an official in the carrying out of their assigned duties or responsibilities. Failure to follow reasonable directives may result in the referral to the student's faculty adviser, Student Development Committee, Student Comprehensive Evaluation Committee, or the executive dean of their campus.

Adler University has an ethical obligation to offer flexibility to all students who must be absent from classes or miss scheduled exams to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance.

Purpose

- Adler University values its diverse community and wishes to formalize its practices on accommodation for religious observances by students.
- While Adler University promotes a welcoming and respectful environment for religious practices, these guidelines are specifically intended to address religious observances that require a cessation of work.

- These guidelines do not include similar flexibility for secular, moral or ethical beliefs, or political convictions.
- These guidelines outline a process for addressing religious observances that conflict with the scheduling of a student's academic or course-specific requirements. It is intended to assist in responding to students' religious observances while ensuring that the integrity of the course or program of study is not compromised. The term "reasonable/suitable accommodation" or "flexibility" used in these guidelines will depend on the facts and the circumstances present in each individual case.

Religious Obligations Conflicts with Class Attendance, Assignments, or Scheduled Exams

Students who experience a conflict between a religious obligation and scheduled assignments, tests, mid-term examinations, final examinations, or requirements to attend classes should be accommodated. Students requiring academic accommodation are directed to contact the instructor in charge of the course within the first week of classes to identify conflicts and make alternative arrangements. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of religious conflict should be accepted at face value. When a request for accommodation cannot be resolved between the student and the faculty member, the program director is identified as a mediator.

Faculty members are encouraged to include precise instructions regarding their own policies for these circumstances in their syllabus and call attention to the requirement for early, timely arrangements. If an exam is scheduled on a religious holiday, the faculty member is encouraged to provide a suitable option for the affected students. Other reasonable and appropriate adjustments to the course meeting and assignment schedule may be made by the course instructor. Classes missed to observe a religious holiday should be counted as an excused absence. The specific accommodations employed may vary from course to course depending upon factors such as the size of the class, nature of the course content, and mode of instruction. All faculty in all courses are expected to create a class-specific accommodation policy which strives to maintain a climate of essential fairness to all members of the class. It is also expected that faculty work with students to be flexible on an individual basis.

If students are somewhat tardy in informing faculty of their religious observance obligations, faculty may accommodate them where practical. Faculty are encouraged to announce the specifics of class policies to students and include it as part of the course syllabus so that they can notify you of any conflicts as soon as possible. If accommodations cannot be resolved between a student and a faculty member, the chief academic officer of that campus shall make a decision.

Student Complaints and Appeal Policy and Procedure

Adler University designates certain administrative offices as responsible for receiving, investigating, and resolving student complaints. Depending upon the nature of the complaint, there are specific policies and procedures, as detailed below. This policy applies to all Adler University students regardless of department, campus, status, or location. No retaliation shall be taken against a student who articulates a complaint.

Students who wish to submit a complaint can do so by following the complaint submission steps listed below.

How to submit student complaints:

Type of Complaint Policy	Brief Description	How to Submit Complaint
General Student Complaint and/or Appeal Policy	• Most concerns can be resolved informally by speaking directly with the individual; this approach is encouraged. • If the issue is not resolved, students who have a complaint against a faculty or staff member or administrator are expected to pursue the General Student	Complete the Student Complaint Form and submit it to studentcomplaints@adler.edu

	Complaint and Appeal policy and procedure. Students who are appealing decisions regarding academic status, disciplinary action, or dismissal are expected to pursue the General Student Complaint and Appeal policy and procedure.	
Non-Discrimination and Anti-Harassment Policy	- No person shall be the object of discrimination or harassment on the basis of race, color, creed, ancestry, ethnicity, religion, sex, gender, sexual orientation, gender identity or expression, body size and shape, national origin, political belief, age, marital status, family relationship status, parental status, physical or mental disability, status as a victim of domestic violence, arrest record, pregnancy, childbirth (including but not limited to conditions related to pregnancy or childbirth), genetic information, citizenship status, military or veteran status (including unfavorable military discharge), conviction of criminal offense that is unrelated to the employment or the intended employment of that person, or any other status protected by local or federal law in employment or educational settings. - Policy also covers microaggression or macroaggression, defined as a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.	Complete the Student Complaint Form and submit it to studentcomplaints@adler.edu
Title IX Sexual Harassment Policy (Chicago and Online)	- Prohibits Title IX Sexual Harassment that occurs within education programs or activities. Sexual Harassment includes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking. - Any person may report Sexual Harassment to the Title IX Coordinator or Deputy Coordinator. In-person reports must be made during normal	Reports may be made by complainants, third parties, witnesses or bystanders and may be made in person, by regular mail, telephone (Julie Proscia at 312.662.4304 or Ben Lyon at 312.662.4103), email (titleix@adler.edu), or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Individuals, including third parties and bystanders,

	business hours, but reports can be made by regular mail, telephone, or electronic mail at any time, including outside of normal business hours.	can submit a report of Sexual Harassment electronically by completing the form found here .
Sexual Misconduct Policy (Vancouver)	• "Sexual misconduct" includes sexual harassment, sexual assault, and sexual exploitation; is a form of sex discrimination; and is prohibited. "Interpersonal violence" includes domestic violence, dating violence, and stalking, and it is also prohibited. • In-person reports must be made during normal business hours, but reports can be made by regular mail, telephone, or electronic mail at any time, including outside of normal business hours.	• Reports may be made by complainants, third parties, witnesses or bystanders and may be made in person, by regular mail, telephone (Julie Proscia at 312.662.4304, Suzanne Milner at 236.521.2433, or Ben Lyon at 312.662.4103), by email (titleix@adler.edu), or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Individuals, including third parties and bystanders, can submit a report of Sexual Harassment electronically by completing the form found here.

General Student Complaint and Appeal Policy & Procedure:

The purpose of the Adler University General Student Complaint and Appeal Policy is to provide students with an avenue to resolve complaints or appeal decisions regarding the implementation of Adler University policies and procedures.

Students must exhaust the General Student Complaint and Appeal Procedure before bringing a legal claim against Adler University.

Informal Complaint Procedure

The initial step is for the student to try to obtain resolution or redress through discussions with the person(s) involved. These discussions should be held as soon as possible. Faculty, staff and administrators should respond in a reasonable and timely manner to answer questions and/or to resolve problems or complaints brought to their attention by students. Students are strongly encouraged to seek support and assistance from their advisor as well as the Office of Student Affairs. If the matter is still not resolved, the student should proceed to the formal complaint procedure.

Formal Complaint Procedure

Upon submission of the Student Complaint Form to studentcomplaints@adler.edu, the student will receive an automated acknowledgement of the complaint. Adler University will review the complaint and assign it to the responsible department or administrator. Complaints processed under the Non-Discrimination and Anti-Harassment Policy, Title IX Sexual Harassment Policy (Chicago and Online), Sexual Misconduct Policy (Vancouver), or Grade Appeals policies will be processed within the procedures and timelines of the respective policy.

Complaints processed under the General Student Complaint and Appeal Procedure will be investigated and resolved within 15 business days. This timeline can be extended to 30 business days with written notice from the responsible administrator. The responsible administrator will advise the complainant if the timeline will be extended. The responsible administrator in receipt of the complaint will issue a written determination of the complaint which will be provided to the student and the affected unit/department or other individual.

If it is evident the complaint has not been previously addressed by the appropriate department/unit for investigation and proposed resolution, the complaint may be referred to the correct level for a decision. The office that receives the complaint may overturn, modify, or uphold the previous decision made by the head of the unit.

The decision of the responsible administrator is final.

Appeal Procedure

A student has the right to appeal decisions regarding academic status, disciplinary action, or dismissal, if the student believes:

1. There is a procedural error identified that indicates a substantial breach of institutional policy, procedure or established practice.
2. There is new information of a substantive nature that was not available at the time the decision was made. New information may require documentation.
3. The initial decision is biased or in violation of stated student rights.

The University reserves the right to temporarily restrict students who have been referred for a comprehensive evaluation process from attending classes, training, or university-sponsored activities, events or programs while under review. This restriction may apply throughout related appeal processes.

Students who wish to appeal for reasons stated above must submit an appeal by completing the Student Complaint Form and attaching any additional documentation within 10 business days of the incident or initial decision date. The Student Complaint Form and attached documentation of the appeal should be directed to studentcomplaints@adler.edu.

Once the written appeal is received, a campus executive dean will determine if a meeting with the student is necessary. If it is evident the complaint has not been previously addressed by the appropriate department/unit for proposed resolution, the complaint may be referred to the correct level for a decision.

The executive dean will render a written decision to the student within 10 business days of receipt of the formal written complaint. The University reserves the right to extend the decision date depending on the circumstances in order to conduct a full review. This extension will not exceed 30 business days. The executive dean can, at their discretion, convene an appeal review committee to review and determine the outcome of any appeal. All decisions on appeals are final.

It is the expectation of Adler University that students will find a fair and equitable resolution to complaints when following the complaint process as outlined above; however, if a student desires to take further action, information for filing complaints with our State/Provincial governing entity can be found here: <https://www.adler.edu/disclosures/>

Acceptable Use of Electronic Mail, the Internet, and Other Technology

This policy outlines the acceptable use of the electronic communication tools owned, paid for, and/or operated by the University.

Recent advances in electronic communications and information technologies present valuable opportunities for Adler. These technologies, when properly used, support University activities and enable it to better serve Adler students, staff, faculty, clients, and customers through closer and timelier communications and nearly instantaneous access to vast stores of information. In recognition of these benefits, Adler has made substantial investments in its electronic communications and information systems. While Adler encourages the use of its systems, such use carries with it important responsibilities. The careless or inappropriate use of these systems can have dramatic consequences, harming Adler, the individual users of its systems, and others. This policy is intended to minimize the likelihood of such harm

by educating users of Adler's electronic communication tools as to proper and improper usage of such tools and by setting forth the conditions that apply whenever Adler's electronic communication tools are being used.

This policy addresses the appropriate use of Adler's electronic "communication tools." These tools include, but are not limited to, the following:

- Telephones, pagers, cellular phones, and voicemail facilities.
- Email systems.
- Fax machines, modems, and servers.
- Handheld devices, laptops, and desktop computers.
- Software licensed to Adler.
- All internal and external computer and communications networks (such as internet browsers, commercial online services, and e-mail systems) are accessible directly or indirectly from Adler's computer network.

Conditions of Access

Access to Adler's communication tools is provided in conjunction with the University's business and the job responsibilities of everyone working on its behalf. All use of Adler's communication tools is subject to this policy and other Adler policies and procedures that may be implicated by such use. Adler's communication tools also may be made available to individuals who are not employees of Adler (e.g., students, customers, temporary employees, vendors, and subcontractors). Such individuals' use of Adler's communication tools is also governed by this policy.

Communication tools and the data created, entered, received, stored, or transmitted by Adler's communication tools, including electronic files and messages, are University property and are subject to inspection by the University at all times. E-mail messages and other electronic files belong to Adler. The use of Adler's communication tools is a privilege that may be revoked at any time. Anyone who uses or is granted access to such tools must comply with the provisions of this policy.

Acceptable Use

Adler's communication tools may be used to communicate internally with employees of Adler or externally with consultants, suppliers, vendors, other business relations and acquaintances. Adler provides electronic communication tools to facilitate business communications, enhance productivity, and improve service. The internet may be used for appropriate business uses such as research, updates of business information or news, or specifically approved projects.

As with the telephone, there may be occasions to use these facilities for appropriate personal purposes. Occasional, limited appropriate personal use of Adler's communication tools is permitted so long as it does not interfere with the performance of an employee's job and/or the transaction of Adler University business, consume significant resources or excessive time, give rise to more than nominal additional costs, or interfere with the activities of other employees of Adler.

You have no expectation of privacy in connection with your use of Adler's electronic communication tools. By using these tools, you consent to monitoring your usage. All communications transmitted, received and/or stored using any of Adler's electronic communication tools are subject to being accessed and reviewed by Adler, regardless of the business or personal nature of the communication. Users should not assume that any such communications are private.

Unacceptable Use

Notwithstanding the limited personal use noted above, to further the goals of limiting liability and curbing unlawful or inappropriate behavior, the following uses of Adler's electronic communication tools are inappropriate in any context:

- Users should not monopolize Adler's electronic communication tools to the exclusion of others. Accordingly, activities such as sending mass emails or emails with large attachments that are not business-related, sending chain emails, spending excessive amounts of time on the internet, engaging in online chat groups, printing multiple copies of documents, or otherwise creating unnecessary network traffic are not allowed.
- Because audio, video, and picture files require significant storage space, files of this sort should not be downloaded unless they are business-related.
- Users should not install any software products on or modify the operating characteristics of any computer system owned or operated by Adler without permission of the network administrator.
- In addition to the other restrictions and conditions discussed in this policy, Adler's communication tools shall not be used:
 - To engage in activities for personal financial gain (e.g., day trading, gambling).
 - To solicit others for activities or causes unrelated to the Adler's business.
 - To disseminate or publish any defamatory, discriminatory, or obscene material.
 - To infringe, attempt to infringe, or aid in any way in the infringement or attempted infringement on another person's or entity's intellectual property rights (e.g., copyrights).
 - To violate, attempt to violate or aid in any way in the violation or attempted violation of any applicable telecommunications license or any laws that govern transborder data flow (e.g., laws dealing with data collection, protection, privacy, confidentiality, and security).
 - To violate, attempt to violate, or aid in any way in the violation or attempted violation of any other law.

Adler shall not be responsible for any losses or damages resulting from or relating to any use of Adler's communication tools.

Unacceptable Content

Material that is or could reasonably be construed as harassing, offensive, embarrassing, sexually explicit, racially demeaning, profane, abusive, threatening, intimidating, pornographic, obscene, defamatory or otherwise unlawful or inappropriate may not be sent or received by, viewed or displayed on, copied to, stored in, accessed from or downloaded to Adler's communication tools. Users encountering or receiving this kind of material should not forward the material and should immediately bring the material to the attention of a supervisor. In addition, any user who believes Adler's communication tools are being used in a manner which violates either this policy or Adler's policies prohibiting harassment should immediately report the matter pursuant to the requirements below and pursuant to Adler's anti-harassment policy. It is the responsibility of all users of Adler's communication tools to see that these tools are always used in an appropriate manner.

Examples of unacceptable content include, but are not limited to:

- Sexual, racial, ethnic or religious slurs, drawings, cartoons, or jokes.
- Pornographic or sexually explicit language or material.
- Unwelcome propositions, requests for dates, or love letters.
- Any message that could reasonably be construed as harassment or disparagement of others based on sex, race, age, national origin, religion, disability, sexual orientation, or other status protected by law.
- Any other material which is inappropriate for a business environment.

Even personal e-mail, internet visits, and voicemail messages may be accessed by Adler's management without notice. To ensure the lawful use of Adler's communication tools under this policy, Adler reserves the right to inspect the content of all information and messages generated by or contained in any of its communication tools. Users should not assume that any such usage or communications are private.

Transmitting Confidential Information

In recognition of the significant responsibility of protecting confidential or sensitive information, Adler's communication tools, especially its e-mail system, should not be used to transmit confidential communications.

Keep in mind that deleting email does not necessarily remove the email from the system. There is also a possibility that, when documents are transmitted electronically, earlier drafts of the documents thought to have been deleted may be retrieved. Accordingly, extreme care must be taken when using email to transmit confidential or sensitive communications, even internally.

All users are required to use good business judgment to safeguard Adler University information and to protect against inadvertent disclosure of confidential or sensitive information in situations where there is a need to communicate such information electronically. Failure to exercise an appropriate level of care when transmitting confidential information electronically is a violation of this policy and may result in discipline up to and including discharge.

Etiquette and the University Representation

Email and voicemail messages reflect Adler's image. Such messages, therefore, should always be composed in a professional manner that is no different than the manner used to compose letters or memoranda on Adler letterhead. Inappropriate use of Adler's facilities may damage the Adler's reputation and could give rise to Adler and individual liabilities. Accordingly, every effort must be made to be professional in all usage of Adler's communication tools. In addition, employees using Adler's electronic communication tools should be aware that materials created and stored on the Adler's network systems may constitute public records subject to disclosure under the Illinois Freedom of Information Act.

Limits of Privacy

Because communication tools are provided for Adler's business purposes, employees using Adler's communication tools have no expectation that any information transmitted over Adler's facilities or stored in Adler's computers, including deleted information, is or will remain private. These systems are owned and/or controlled by Adler and are accessible at all times by Adler without notice for maintenance, upgrades, or any other business or lawful purposes. Use of passwords to gain access to the computer system or to secure particular files or messages does not imply that users have an expectation of privacy in any material created or received on the computer system. Adler has online passwords that permit it to access all material stored on the system, regardless of whether such material has been password-protected by the user. To protect the integrity and security of the computer system, employees should not share passwords with other individuals.

Adler permits limited personal use of its communication tools as set forth herein with the express understanding that it reserves the right to review employee use of and to inspect all material created by or stored on these communication tools. It is essential that Adler be able to ensure that its communication tools, which are provided primarily for Adler's business purposes, are being used in a proper manner consistent with this policy. For this reason, Adler reserves the right to monitor, search, retrieve, and/or read any and all aspects of its electronic communication and network systems. Use of Adler's communication tools constitutes each employee's permission for Adler to monitor communications and to access files that are made on or with these communication tools.

Malware

Malware can cause substantial damage to electronic communications and information systems. Each user is responsible for taking precautions to ensure they do not introduce malware into Adler's networks. To that end, all material received on floppy disk or other magnetic or optical medium and all material downloaded from the internet or from computers or networks that do not belong to Adler must be scanned for viruses and other destructive programs before being placed

onto Adler's network. Users should also understand that their home computers and laptops may contain viruses, and that all disks transferred from these computers to Adler's network must be scanned for viruses.

Regulation and Enforcement

Misuse of any Adler's communication tools or violations of this policy may result in disciplinary action, including suspension of user privileges or termination of employment. Criminal or civil action may result in appropriate instances. If individuals believe they have been harassed or discriminated against in violation of this policy, they should follow the complaint procedure outlined in the Nondiscrimination and Anti-Harassment Policy and Procedures (Chicago/Online campuses) and Student Complaints and Appeal Policy and Procedure in the catalog. Any questions regarding Adler's communication tools should be directed to the Office of Information Technology or the Office of People and Culture.

Alcohol and Other Substances

Tobacco, Drug, and Alcohol Abuse Prevention Program

Smoke Free Environment

All Adler University campuses are smoke-free, including vaping. In addition, smoking is not permitted within 15 feet or six meters of any entrances. This also includes no smoking under awnings during inclement weather. If a local law ordinance provides greater protection for the rights of non-smokers, it will apply.

Alcohol Policy

Alcohol beverages may be served to and consumed by persons of legal drinking age on University premises or practicum and internship sites in conjunction with a specifically authorized function. Individuals consuming alcohol and other legal drugs should do so responsibly.

Drug-Free Environment

In compliance with the Drug Free Schools and Communities Act (DFSCA), Adler University explicitly prohibits the unlawful possession, use, or distribution of illicit drugs by students or employees on University premises or as part of any of its activities. Controlled substances are subjects of federal and state/provincial laws. Information coming to the attention of the University involving the sale, exchange, or transfer of drugs from one person to another may be communicated to public officials for the purpose of prosecution.

Legal Penalties

Students who violate the Alcohol and Drug Policy are subject to Adler's sanctions and criminal sanctions provided by federal, state/provincial, and local law.

Federal Law: Under the revised federal sentencing guidelines, federal courts can sentence simple-possession first offenders to one year in prison and a \$100,000 fine. Penalties for subsequent convictions are significantly greater. A sentence of life imprisonment can result from a conviction for possession of a controlled substance that results in death or bodily injury. The most current information can be found on the U.S. Drug Enforcement Administration website.

Illinois Law: Possession and delivery of illicit drugs are prohibited in Illinois. Penalties vary with the amount of the drug confiscated; the type of drug found; the number of previous offenses by the individual; and whether the individual intended to manufacture, sell, or use the drug. A first-time conviction of possession of a controlled substance can result in a one- to three-year prison sentence plus a fine of up to \$15,000. More severe penalties may be imposed for conviction of class 2, 3, or 4 felonies involving manufacture or delivery to a minor. Further information on Illinois penalties and sanctions can be found at [Illinois Penalties and Sanctions](#).

Vancouver Campus: Use of illicit drugs by any person is illegal under the provincial and federal statutes. Use of alcohol by persons under 19 years of age is illegal under provincial law. Penalties of conviction under provincial law include incarceration and fines. Property used in connection with illegal drugs may be confiscated.

Health Risks Associated with Use of Illicit Drugs, the Misuse of Legal Drugs, and Alcohol Abuse

There are health risks associated with the use of illicit drugs and abuse of legal drugs and alcohol. This includes impaired functioning of the following major organs: liver, kidneys, brain, and other aspects of the central nervous system, such as impaired immune functioning and impaired lung and pulmonary functioning. The effects are both immediate and long-term. Immediate effects include impaired judgment, impaired attention span, and impaired gross and fine motor control. Long-term effects include the risk of premature death. The use of needles to inject drugs into the blood stream engenders the risk of contracting H.I.V. or hepatitis. These health risks may affect one's daily life activities, as well as familial, social, and working relationships.

Drug and alcohol abuse causes physical and emotional dependence, in which users may develop a craving for a particular substance. Thus, their bodies may respond to the presence of such substances in ways that lead to increased drug and alcohol use. Certain drugs, such as opiates, barbiturates, alcohol, and nicotine create physical dependence. With prolonged use, these drugs become part of the body chemistry. When a regular user stops taking the drug, the body experiences the physiological trauma known as withdrawal. Psychological dependence occurs when taking drugs becomes the center of the user's life. Drugs have an effect on the mind and body for weeks or even months after drug use has stopped. Drugs and alcohol can interfere with memory, sensation, and perception. They distort experiences and cause loss of self-control that can lead users to harm others as well as themselves.

Counseling, Treatment, or Rehabilitation Programs

Any student who fails to abide by the terms of the Tobacco, Drug, and Alcohol Prevention Program may be required to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state/provincial or local health officials, law enforcement, or other appropriate agency. Specific programs of counseling or rehabilitation are available within the greater Chicago area and the Vancouver area. If you need assistance finding a program, please contact the Office of Student Affairs in Chicago and the Office of Student Services in Vancouver.

Sanctions

Adler University will impose sanctions against individuals determined to have violated the Tobacco, Drug, and Alcohol Prevention Program policies. Sanctions for students who use, possess, sell, or distribute illegal drugs or violate the University's Alcohol Policy include, but are not limited to, warnings, disciplinary probation, and in appropriate cases, suspension or expulsion from the University. Students will also be held responsible for any damages that result from their misconduct or violation of these policies.

This information is a general summary of the significant laws on alcohol and illicit drugs. Laws frequently change and applications of law to specific situations require legal counsel.

Audio and Video Recording Policy

Students are not permitted to record a class or meeting (audio and/or video) without prior authorization by the instructor. If audio and/or video recording is permitted, or if it is a course requirement, the instructor will review expectations of this process (including storing, downloading, distribution, retention, and deletion). A student with disabilities may have an accommodation to record a class or meeting or in an extenuating circumstance. When recordings are prohibited, alternative learning arrangements will be made by the instructor to meet student accommodation needs. Unless verbal and/or written permission has been obtained from the faculty member or speaker, a student does not have the right to distribute or disseminate these recordings. This is consistent with the standards of the profession in terms of privacy and confidentiality. A request for recording must be submitted no later than 24 hours before the scheduled class or meeting to the instructor.

Students who believe that their classes or meetings are being inappropriately recorded, or otherwise misused recordings, should contact their program director. Students who breach this policy are subject to consequence, up to and including withdrawal from the school.

Federal regulations state that students with disabilities, who are unable to take or read notes, have the right to record class lectures for personal study purposes. The use of a recording device is to supplement the student's note-taking ability. Recordings will not be shared privately or publicly and will be destroyed by the student with accommodations at the end of each semester. By attending Adler University, you are consenting to possibly be recorded by students with disabilities who have an audio recording accommodation. Questions concerning this notice can be directed to compliance@adler.edu.

Campus Safety and Campus Closure

Adler University's annual crime statistics are traditionally low. Students are encouraged to report any and all crime or suspicious persons immediately to Adler personnel. Students who violate local, state, provincial, and/or federal laws will be subject to criminal prosecution and face disciplinary action at Adler University, which may result in their dismissal.

Adler University complies with its reporting obligations pursuant to the Clery Act. Information regarding Clery Act reports and reporting can be obtained from the University website. If students have additional questions, contact your campus's Registrar's Office. Anyone seeking information about registered sex offenders enrolled or employed at Adler University, contact the Office of People and Culture.

Adler University complies with the requirements of the Drug Free Schools and Communities Act. The University shall review this policy on a biennial basis to determine its effectiveness and to ensure that the standards of conduct and judicial sanctions have been consistently enforced.

The unlawful possession, use, distribution, sale, or manufacture of controlled substances is prohibited on any premises owned or controlled by Adler University. Under no circumstance will the University tolerate unlawful possession, use, distribution, sale or manufacture of controlled substances or the unlawful use of alcohol on campus or at University-sponsored activities.

The use of drugs and alcohol can have a substantial and detrimental effect on health. These effects can be permanent and can lead to severe physical and psychological impairment, disability, and premature death. Any student who has a drug- or alcohol-related problem may call upon the University for assistance. The director of Student Affairs can provide a confidential referral to a drug or alcohol treatment program.

Use of illicit drugs by any person is illegal under both the state and federal statutes. Use of alcohol by persons under 21 years of age is illegal under state law. Penalties of conviction under state and federal law include incarceration and fines. Property used in connection with illegal drugs may be confiscated. Federal student loans and grants may be denied to those convicted of a violation of a criminal drug statute.

Emergency Procedures and Notification

While the University strives to provide a safe and secure environment, safety is enhanced when students and employees take precautions such as:

- Never leave valuables (wallets, purses, books, computers, etc.) unattended.
- Travel with a friend or companion rather than walking alone, especially at night.
- Avoid parking or walking in secluded or dimly lit areas.

Students, faculty, and staff are encouraged to report all crimes or suspicious persons immediately. Please report all non-emergency incidents to the Facilities Department at x4007 (Chicago) or 236-521-2424 (Vancouver) or Adler Campus Safety at x4002 (Chicago) or 236-521-2440 (Vancouver). *In case of an emergency, the Chicago or Vancouver police departments and Chicago or Vancouver fire departments can be reached by dialing 911 from any phone.*

EMERGENCY CONTACTS (Chicago)

Police	911
Fire Department	911
Paramedics	911
Bomb and Arson Hotline	773-533-FIRE
Office of the Building	312-781-2410
Security - 1 N. Dearborn	312-781-2557
Adler Facilities	312-662-4007
Adler Campus Safety	312-662-4002
Building Address	17 N. Dearborn St. Chicago, IL 60602

EMERGENCY CONTACTS (Vancouver)

Police	911
Fire Department	911
Paramedics	911
Adler Facilities Manager	236-521-2424
Adler Reception Desk	236-521-2436
Adler Security Desk	236-521-2440
Building Address (Vancouver)	520 Seymour St., Vancouver, BC V6B 3J5
Vancouver Police Non-Emergency Line	604-717-3321
Office of the Building	780-424-7722

Active Shooter Response

Response to an active shooter or violent person is one of the most dynamic situations anyone will ever face. Before the arrival of police personnel, the best responses to an active shooter will be dictated by the specific circumstances of the encounter, keeping in mind there could be more than one active shooter involved in the same situation. Anyone in an active shooter situation should try to remain as calm as possible and use these suggested actions to help plan a strategy for survival. The entire area is still a crime scene and should be left undisturbed if possible.

If an active shooter comes into a classroom or office:

- Flee or shelter in place - the decision to flee or seek shelter inside the room can only be made by you and depends on the circumstances.
- Try to remain calm; it will aid in decision-making.
- Call 911 if possible, and alert police to the active shooter's location.
- If you cannot speak, leave the line open so the dispatcher can hear what is taking place. Usually, the location of a caller can be determined without speaking.
- After all options have been exhausted, you may be faced with the decision to overpower the active shooter with force by whatever means necessary.
- If sheltered, always wait for an "All Clear" signal from a recognized authority and follow the directions of uniformed police.

If an active shooter is inside the building:

- Shelter in place - secure the room you are in by locking or barricading the door using available material.
- If you cannot secure the room, determine if there is a nearby location that you can reach safely and securely, then, if you can, safely exit the building.
- Call 911 if possible, and alert police to the active shooter's location.
- DO NOT PULL FIRE ALARM.
- If sheltered, always wait for an "All Clear" signal from a recognized authority and follow the directions of uniformed police.

If caught outside in the open:

- Hide behind something and wait for emergency personnel.
- If not in immediate danger, flee the area but do not run in a straight line.
- Call 911 when safely away.
- If you cannot hide or flee, lie on the floor; be still, be quiet, and wait for help.
- After all other options have been exhausted, you may be faced with the decision to overpower the active shooter with force by whatever means necessary.
- If sheltered or lying still, always wait for an "All Clear" signal from recognized authority and follow the directions of uniformed police.

When police arrive:

- Wait for the "All Clear" signal from recognized authorities and follow the directions of uniformed police.
- Put your hands in the air to show you are not a threat.
- If you know where the active shooter is located, tell the officers.
- Do not try to move any injured people; leave them where they are and notify the authorities of their location.
- Do as the officers tell you.

Building Evacuation Information

If an emergency threatens the building occupants' safety and an evacuation is ordered, the primary goal is to help the individuals in danger evacuate safely and quickly. The following evacuation procedures will be followed.

- Building Management will sound the alarm on university floors.
- Occupants will be instructed via the building emergency speaker system to proceed to an exit.
- Adler Facilities and Campus Safety will help coordinate the evacuation.
- All occupants should walk down the right side of the stairwell in a single-file line.
- Adler Facilities and Campus Safety will check all offices/areas and place a post-it note on the door once a room is confirmed to be empty.
- Those exiting the building must listen to and follow all directions from Fire Department personnel.
- Depending on the situation, Adler University's Mass Notification System may also be used to notify of an emergency and/or evacuation.

General Evacuation Guidelines and Best Practices

- Do not use the elevators.
- Do not bring food or drink in any stairwell.
- Do not break windows.
- Do not go to the roof. Never go to the roof of any building during an emergency. The door will likely be locked, and emergency personnel cannot quickly reach the roof to rescue individuals.
- Stay to the right within stairwells to allow emergency personnel to pass.
- Go down within the stairwell, not up to a higher floor, unless directed.

Crime

Security matters such as burglary, vandalism, graffiti, unwanted solicitors, suspicious or intoxicated persons, and suspicious activities should be reported to the 1 N. Dearborn Security Desk at 312-781-2557, Adler Campus Safety at x4002, and the Facilities Department at x4007. In Vancouver, contact the Security Desk at 236-521-2440. **If the situation is an emergency, immediately call 911.**

Crime Prevention Tips:

- Be aware of your surroundings.
- If you see a suspicious person on your floor, immediately contact security at x4002. In Vancouver, contact the facilities manager or reception team.
- Lock up all personal valuables even if you do not intend to be away for an extended period of time.
- Lock your desk drawers, file cabinets, and other storage spaces at the end of the day and take your keys with you.
- After hours and on weekends, check-in and out at the Security Desk.

Fire Safety

If you smell smoke or see fire:

- Activate the fire alarm, alert others, and move everyone away from the area of the fire, closing doors behind you.

- **Call 911 and report the location of the fire - specify floor as needed.** Calmly relate the nature of the emergency as you observe it. Answer all questions. Do not hang up until instructed to do so by the 911 operator.
- Use a fire extinguisher on small fires (wastebasket sized) only if it is safe.
- If time permits, call 1 N. Dearborn Security Desk at 312-781-2557 or the Vancouver Campus Security Desk at 236-521-2440. Inform the security officer of the situation and that you have called 911.
- Notify Adler Campus Safety at x4002.
- Close all doors leading to the fire as quickly as possible; this will help confine the fire until the fire department arrives.
- Adler Facilities and Campus Safety or the floor wardens in Vancouver will begin to lead everyone on your floor to the stairwells. DO NOT USE THE ELEVATORS.
- Persons unable to utilize the stairs will be assisted to the nearest safe exit stairwell, and fire personnel should be notified of their location. Adler personnel might use whistles or other mobile communication devices to assist in alerting others of danger. However, if you do not have a whistle, do not be shy - shout as loudly as possible to alert others.
- Be familiar with the location of ALL stairwells so that if one is blocked, you know where the nearest alternative is located. **There are four stairwells in this building.**
- You will be instructed, via the building emergency speaker system, to proceed to a specific floor and to exit the stairwell onto that floor.
- In Chicago, the fire department recommends evacuating two floors above and five floors below the fire/emergency floor in all high-rise office buildings. Exiting the stairwells is done to allow emergency personnel to use the stairs without interference.
- Remain in the designated area until further instructions are issued.

If your clothes are on fire, immediately:

- STOP wherever you are.
- DROP to an unobstructed floor.
- ROLL repeatedly to extinguish the flames.

If you are in a smoke-filled area:

- Kneel on the floor.
- Take short breaths through the nose.
- Stay low; air is clearer near the floor.
- Crawl to the nearest exit.
- Feel all doors before opening.
- If the doors are hot, DO NOT OPEN.
- If the doors are cool, open the door slowly and stay behind the door.
- If heat or pressure comes through the door, close the door immediately and tightly.

Medical Emergencies

In the event of an injury or accident in the building:

- Evaluate the situation as quickly as possible using all available information. Ask yourself:
 - Is the situation serious?
 - What kind of accident/illness is it?
 - Is the person coherent?
 - Is the person intoxicated?
 - Is the person complaining of chest pains?
 - How many people are injured?
- If the patient is seriously hurt or too sick to assume responsibility for themselves, call 911 for assistance.

- Ensure that someone stays with the ill or injured person.
- while you telephone for help.
- Do not hang up until the dispatcher has all the information they need.
- Arrange to have someone meet the paramedics at the assigned entrance and direct them to the ill or injured person.
- Calmly reassure the ill or injured person that help is on the way.
- Notify the facilities manager at 2424 Campus Safety immediately at x4002.
- Do not attempt to move the ill or injured person or assist them without proper training.
- If the ill or injured person is coherent, let them decide what to do:
 - Rest for a short period.
 - Call a taxicab to go home.

Reporting Concerning Behavior

On college campuses, behaviors of concern sometimes go unreported until a tragedy occurs, and then people come forward with bits of information that, in retrospect, may have signaled a larger issue. This information may help prevent tragic events and assist an individual when viewed collectively. Adler University is committed to a proactive approach and relies on all community members for help. Anyone observing concerning behavior in another should report it as follows:

- Students should report information to the director of Student Affairs/Student Services.
- Employees should report information to the Office of People and Culture.

Severe Weather (Chicago)

When a severe weather watch is issued by the weather service, 1 N. Dearborn Security management will monitor storm conditions in preparation for a potential emergency. The building staff will initiate emergency procedures if conditions escalate to a warning.

Preparation for severe weather:

- Close all windows, blinds, and curtains.
- Move loose items away from the windows to reduce flying debris if the window should break.

Severe Weather Evacuation

- 1 N. Dearborn Security management will contact the suite leader to give instructions for evacuation.
- The suite leader will then mobilize the searchers and stairwell monitors and evacuate all employees into the corridors and stairwells. Evacuation into these areas will help prevent injuries from flying glass and debris.
- Doors between outer offices and inner spaces should be closed.
- Turn off and unplug all computers, telecommunications and office equipment, and appliances to protect them from power surges.
- Never use the elevators during a weather emergency. If the power goes out, you will be trapped.

During the evacuation, building security will tour each floor to help supervise and check on tenants' needs. Stay in your place of shelter until notified it is safe to leave.

Earthquake Procedures (Vancouver)

What to expect

- There might be violent shaking or some sudden thumps.
- Fire and burglar alarms will likely go off, and buildings may creak and groan.
- Light fixtures will sway, and furniture will shake and start to move across the floor.
- Tall, unsupported bookshelves and filing cabinets may fall over, and unsecured items may fall from their shelves.

What to do

If you are inside:

- Take cover by getting under a sturdy desk or table. Grab the legs and hold on until the shaking stops.
- If there are no tables, stay where you are, cover your face and head with your arm, and crouch in an inside corner of the room.
- Avoid windows, appliances, and heavy objects that could fall on you (bookcases, file cabinets, heavy mirrors, etc.).
- Do not use elevators.
- Stay indoors until the shaking stops, then cautiously move outdoors only if it is safe to do so.

If you are outside:

- Move into open space away from electrical lines, streetlights, trees, and buildings if possible.

Afterward, be prepared for aftershocks and report any electrical problems to the Facilities manager at 236-521-2424.

Nearest Disaster Support Hubs:

Oppenheimer Park - 400 Powell St., Vancouver.

- Strathcona Community Centre - 601 Keefer St., Vancouver.
- Coal Harbour Community Centre - 480 Broughton St., Vancouver.

University Closing Notifications

In the event of severe weather conditions, for safety reasons, or for building emergencies, campus administrators may decide to close one or all three campuses unexpectedly. Every reasonable effort will be made to notify students and employees.

Campus closings will be communicated by facilities, Inside Adler, or the executive dean of the appropriate campus.

Children on Campus

Adler does not permit students to bring children under 18 to any campus. Children of students are allowed to visit only in exceptional circumstances and must be supervised at all times. Children are not permitted inside classrooms, computer labs, or the library, and extended stays are not permissible. Any child who comes to campus must be registered with Campus Safety upon arrival. After-hours/weekend visits must be pre-registered and pre-approved by the Facilities manager. See the Guest Visitation and Responsibility policy in the handbook for guidelines regarding campus visitors.

Civil and Criminal Law

Any student who violates any state, federal, or municipal law may be subject to referral to the Student Comprehensive Evaluation Committee for said offense(s) up to and including administrative withdrawal or dismissal. The adjudication

of such violations may proceed regardless and/or independently of any action taken by state, federal, or municipal agencies. For students on the Online Campus, an immediate referral to the executive dean may occur and could result in dismissal.

Criminal Activity While in Attendance

Students who engage in criminal activity are subject to disciplinary action up to and including dismissal from the program or University. The student has an obligation to report to their campus respective executive dean and the director of Student Affairs any criminal charges or convictions that may impact their ability to remain enrolled at the University or impact their eligibility regarding internships, placements, and/or practicum sites. Failure to disclose such information within 15 calendar days of the occurrence or event, or the submission of false or incomplete information at any time, including during the application process, may result in disciplinary action up to and including dismissal from the program or University.

Disorderly, Violent, Intimidating, or Dangerous Behavior to Self or Others

Adler University is committed to providing a safe learning and working environment for the entire community. Members of the Adler community, including the University's students, faculty, staff, guests, affiliates, and visitors have the right to be free from all forms of violence. In that regard, all employees, independent contractors, vendors, and students are expected to conduct themselves in a manner that does not infringe upon the rights of others.

Adler will not tolerate violence, threats, harassment, intimidation, or other such disruptive behavior perpetrated by any employee, independent contractor, vendor, or student on our campuses, or at any off-campus locations or programs affiliated with or related to the University in any way.

Employees, independent contractors, vendors, and/or students are not to engage by any means in behavior that threatens, harms, or causes anyone, including themselves, to be placed in harm's way, or to exhibit behavior that is illegal, destructive, lewd, indecent, or obscene. This policy applies to in-person interactions, as well as online behavior, including social media and other internet-based communication tools that may affect community safety or the overall quality of the educational experience. Such behaviors include, but are not limited to, the following examples and are applicable for all individuals regardless of campus:

- Intentionally inflicting bodily harm upon any person.
- Taking any action for the purpose of inflicting physical harm upon any person.
- Taking reckless action that results in physical harm to any person.
- Threatening by any means of transmission the use of force to physically harm or injure any person.
- Disrupting the educational environment, impeding classes, causing significant emotional harm, and/or endangering the safety, health, or life of any person on campus through actions or words.
- Obstructing fire escape routes, such as hallways or stairwells.
- Damaging or defacing University property or the property of students or University faculty, staff, guests, affiliates, or visitors.
- Brandishing a weapon or firearm.
- Stalking.
- Attempting or committing nonconsensual sexual contact.
- Articulating plans to bring weapons to the classroom or workplace, or to use a weapon to harm a person, group of people, or the community.
- Statements indicating approval of the use of violence to resolve a problem.
- Intimidation, harassment, hazing, or bullying.
- Committing acts of an indecent or lewd nature.

- Retaliating against any individual who, in good faith, reports or otherwise opposes a violation of this policy or who participates in an investigation of alleged violations of this policy.
- Aiding or abetting others in any of the above actions.
- Enlisting, coercing, or otherwise persuading others to do any of the above actions.

Any employee, independent contractor, vendor, and/or student who is aware of an emergency or has an immediate safety concern should not hesitate to call 911 and go to a safe location. If you are concerned about another person's behavior, and it is not an emergency, please contact the Office of Student Affairs/Student Services (for matters involving students) or the associate vice president of People and Culture (for matters involving employee/independent contractors) to report the matter promptly. Preventing violence at the University depends on members of the community identifying and communicating behaviors of concern.

Violation of this policy is considered to be serious misconduct that can lead to disciplinary and other action up to and including termination in the case of employees and academic expulsion in the case of students. Additionally, when appropriate, Adler University may pursue civil or criminal prosecutions against employees, independent contractors, vendors, and/or students who violate this policy.

All other questions regarding this policy should be directed to the Office of Student Affairs/Student Services (students) or the associate vice president People and Culture (employee/independent contractors).

Guest Visitation and Responsibility

Chicago Campus

During regular business hours, all guests at the Chicago Campus must sign in at the main reception area on the 15th floor where they will be issued a guest badge. Students are expected to remain with their guests at all times while on campus.

Students are generally not permitted to bring guests to campus outside of public hours: Monday-Friday, 8 a.m.-4 p.m. Special exceptions may be made if a student wants to give a tour to an out-of-town family member or friend. In such cases, the guest must be pre-approved and registered with Adler Facilities and Campus Safety by emailing facilities@adler.edu 48 hours in advance. The guest is not approved until the student receives a confirmation email.

Students at the Chicago Campus must meet their approved guests in the first-floor lobby and check in with the campus safety officer. Guests should not be expected to be on campus for an extended period of time or left alone. If outside Adler Lobby hours (8 a.m.-4 p.m.), students should check in with 1 N. Dearborn security so they can call the 15th floor Campus Safety desk to confirm the guest is approved. Once confirmed, the guest will be permitted access to the elevator. On the 15th floor, the student and guest should check-in with the Adler safety officer. From there, a guest badge will be issued.

Vancouver Campus

Guests at the Vancouver Campus are required to sign in at the security desk in the main lobby. Students are expected to always remain with their guests while on campus.

Students are generally not permitted to bring guests to campus outside public hours: Monday-Friday, 8:30 a.m.-5 p.m. Special exceptions may be made if a student wants to give a tour to an out-of-town family member or friend. In such cases, the guest must be pre-approved and registered with Adler Facilities and Campus Safety by emailing vaninfo@adler.edu 48 hours in advance. The guest is not approved until the student receives a confirmation email.

On the Vancouver Campus, students must meet their approved guests in the first-floor lobby and check in with the main lobby security guard. Guests should not be expected to be on campus for an extended period of time or left alone. If outside Adler lobby hours (8:30 a.m.-5 p.m.), students will need to meet their guest in the main lobby as the maglocks are activated after 5 p.m., and outside guests will not be able to access directly through the main lobby entrance. Once signed in at the security desk, guests will receive a signed-in badge and can continue to access Adler with the student.

Missing Persons Reporting

The report of a missing person is a serious matter. Anyone with information concerning a missing person should immediately notify the Office of Student Affairs in Chicago or the Office of Student Services in Vancouver. If it is determined by the Office of Student Affairs/Services that the person has been missing for more than 24 hours, Adler University will (1) attempt to contact the student using any confidential contact information that the student has provided to Adler University; (2) notify the appropriate policy organization (e.g., Chicago or Vancouver Police Department); (3) contact any person the student has identified as an emergency contact; and (4) notify others at the University, as appropriate, about the student's disappearance. Students on the Vancouver campus should report missing persons to the Registrar/Manager of Campus Operations.

Students are required to update personal and emergency contact information in their user and emergency information profiles in Self-Service.

Photography Release

Adler University has the irrevocable and unrestricted right and permission to take, use, reuse, publish, and republish photographic portraits, pictures, video, or audio recording of all members of the Adler University community when on campus or at University-related events, initiatives, or the like. Anyone who registers at, visits, or is employed by Adler University permits and authorizes the use and reproduction of photographs, video, or audio recording by the University, or anyone authorized by the University, to create and/or obtain the use of for educational purposes, publicity, marketing, and promotion of the University and its various programs without payment, royalties, or other compensation.

Any student of the University who does not wish to have their photograph published should declare it in writing to the Office of Student Affairs (Chicago) or the director of Student Services (Vancouver).

Posting or Sharing Information on Chicago Campus or Via Campus Communications

Anything posted on Chicago Campus or shared by the University to the campus community electronically must be **approved** by the Office of Student Affairs or appropriate University department before being displayed on campus or shared electronically. Student Affairs or other University departments may use their discretion to decline to approve post or share any posting or information on campus. **Any unapproved postings will be promptly discarded or not shared.**

Any posting or information shared physically or electronically must include:

1. The organization or contact person's name and email address,
2. All pertinent event details, including date, time and location
 - a. If the location is online, that must be stated with link or RSVP.
3. If quotes, statistics, or other referenced data is included, there must be proper citations.

4. Surveys or petitions may only be shared if they are University-sponsored or if the individual/group sharing has IRB approval. Surveys and/or petitions may only be shared if they are University-sponsored or if the individual/group sharing has IRB approval.
5. Note that the use of postings must not demonstrate support of a political campaign on behalf of or in opposition to any candidate for public office, including the solicitation of funds for such purpose or activities. Using University resources or property to do so is not permitted.
6. The University supports ethical and effective data collection. Gathering anonymous student feedback is not done outside the regular instruments by which we regularly gather such information, which includes the Noel Levitz Student Satisfaction Inventory and campus climate surveys. We cannot support gathering information from students upon which the University would have no meaningful way to act.
7. Adler has a mass email policy that all staff, faculty, and students are required to follow, Mass Email Policy.pdf (adler.edu).

The following is the process and expectations that must be followed to share information to the campus community **electronically**:

1. Email StudentAffairs@adler.edu in advance for approval. Student Affairs is responsible for disseminating, in accordance with Adler's Mass Email Policy. No other party should be disseminating information

The following is the process and expectations that must be followed to post information, such as event flyers, **physically on campus**:

1. Email StudentAffairs@adler.edu in advance for approval.
2. If approved, Student Affairs can print the document, or the sponsoring organization may print and take it to Student Affairs to be stamped.
3. When approval is granted, Student Affairs will stamp APPROVED on the document and include a removal date.
4. Student Affairs and/or the sponsoring organization may then post the approved document in the approved locations, including approved campus bulletin boards or in acrylic holders.
 - a. Publicity materials may not be left on furniture or tabletops. Material may not be taped to any doors, windows, cabinets, or interior/exterior walls. Any postings found in unapproved locations will be immediately discarded.
5. Postings must be removed within three days of the event date. No posting may be removed by anyone other than the sponsoring organization or University staff.
 - a. Postings that are not deadline-specific and may not exceed a 30 days or the end of the term.

Solicitation

In the interest of maintaining a productive and non-coercive educational and work environment, Adler University does not permit external or unauthorized persons to promote or sell merchandise or services door-to-door on campus or campus floors, nor to solicit, distribute information to, or recruit its students or University personnel for any purpose whatsoever. Any group or individual affiliated with Adler University who wishes to distribute literature or printed materials of any kind, to sell or solicit others to purchase memberships, merchandise, or services, or to recruit on campus must be specifically authorized to do so by the Office of Student Affairs or the Office of Student Services. This approval allows the solicitor to operate within a designated area for the approved time. Under no circumstances is the solicitor allowed to leave said area with the intent to approach students. The associate vice president for Campus Operations and Finance will issue solicitation authorizations for the Vancouver Campus.

No solicitation shall interfere or conflict with the mission of Adler University or its occupants. The University reserves the right to cancel any event for violations of guidelines.

Unauthorized Entry to University Facilities

Forcible or unauthorized entry into any building, facility, room, office, or container (file cabinet, desk drawer, etc.) at the University is prohibited.

Weapons

The presence of weapons on the Chicago or Vancouver campus poses an unacceptable risk to the health and safety of all members and guests of Adler University. The storage, possession, or use of firearms, fireworks, explosives, or weapons of any kind, including replicas or facsimiles, anywhere on either campus is prohibited. This prohibition applies to all students, employees, independent contractors, and visitors, including those with a valid permit to carry a concealed weapon. Propellant sprays used for personal protection and self-defense purposes are allowed. Students who are deputized law enforcement officers and are legally qualified to carry firearms may do so while on campus as long as they are carrying all necessary identification to do so. However, all weapons must be concealed. Absent law enforcement status, no concealed weapons are permitted on campus pursuant to 430ILCS, effective Jan. 1, 2014.

Under 720 Illinois Compiled Statutes 5/21-6, a weapon is defined as "a handgun, sawed-off shotgun, sawed-off rifle, any other firearm small enough to be concealed upon the person, semiautomatic firearm, or machine gun...any other rifle, shotgun, spring gun, other firearm, stun gun or taser as defined in paragraph (a) of Section 24-1 of this Code, knife with a blade of at least three inches in length, dagger, dirk, switchblade knife, stiletto, ax, hatchet, or other deadly or dangerous weapon or instrument of like character...a bludgeon, black-jack, slingshot, sand-bag, sand-club, metal knuckles, billy or other dangerous weapon of like character."

Pepper spray and mace are classified as a weapon under Canadian law and therefore are prohibited. This prohibition applies to all students, employees, independent contractors, and visitors, including deputized law enforcement officers who are off duty. For the purposes of this policy, a weapon is defined as "anything used, designed to be used or intended for use (a) in causing death or injury to any person, or (b) for the purpose of threatening or intimidating any person and...includes a firearm" which is defined as "a barreled weapon from which any shot, bullet or other projectile can be discharged and that is capable of causing serious bodily injury or death to a person, and includes any frame or receiver of such a barreled weapon and anything that can be adapted for use as a firearm" (Section 2 of Canada's Criminal Code R.S.C., 1985, c. C-46).

ADLER UNIVERSITY - ACADEMIC CALENDAR 2025-2026 CHICAGO CAMPUS (subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)		
Fall 2025 Fall 2025: Tuesday, September 2, 2025 – Monday, December 15, 2025 Fall I 2025: Tuesday, September 2, 2025 – Monday, October 20, 2025 Fall II 2025: Monday, October 27, 2025 – Sunday, December 14, 2025		
Event	Date	Comments
Labor Day	9/1/2025	Holiday - campus closed
Fall 2025 and Fall I 2025 begin	9/2/2025	
Drop fee begins - Fall 2025	9/2/2025	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner no later than 11:59 p.m. CST on the date prior to this date (the day before the term/course period begins). Mandatory fees are not refundable once the term has begun.
Drop fee begins - Fall I 2025	9/2/2025	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner no later than 11:59 p.m. CST on the date prior to this date (the day before the term/course period begins). Mandatory fees are not refundable once the term has begun.
Add/drop period - Fall 2025	9/2/2025 - 9/11/2025	100% Refund **ALL CLASSES**. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the final date indicated. Mandatory fees are not refundable once the course period has begun.
Add/drop period - Fall I 2025	9/2/2025 - 9/11/2025	100% Refund **ALL CLASSES**. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the final date indicated. Mandatory fees are not refundable once the term has begun.
Add/drop period - FINAL DAY - Fall 2025	9/11/2025	Last day to add and drop classes. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the date indicated. After this date, students can only withdraw from a course. See the Course Withdrawal policy in the current academic year's catalog for details on the timeframe in which a student has to withdraw from a course.
Add/drop period - FINAL DAY - Fall I 2025	9/11/2025	Last day to add and drop classes. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the date indicated. After this date, students can only withdraw from a course. See the Course Withdrawal policy in the current academic year's catalog for details on the timeframe in which a student has to withdraw from a course.
Deadline to withdraw from a course - Fall I 2025	Student must request to withdraw no later than one week before the course section ends	How to withdraw from a course: see the course withdrawal request form on the Registrar on Adler Connect for complete details on how to withdraw from a course. Please note students cannot withdraw from a course or exam 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 submit 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.
Indigenous Peoples' Day	10/13/2025	Holiday - campus closed
Course period ends - Fall I 2025	10/20/2025	
Course period begins - Fall II 2025	10/27/2025	
Drop fee begins - Fall II 2025	10/27/2025	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner no later than 11:59 p.m. CST on the date prior to this date (the day before the term/course period begins). Mandatory fees are not refundable once the term has begun.
Add/drop period - Fall II 2025	10/27/2025 - 11/5/2025	100% Refund **ALL CLASSES**. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the final date indicated. Mandatory fees are not refundable once the course period has begun.
Grades due - Fall I 2025	11/3/2025	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.
Add/drop period - FINAL DAY - Fall II 2025	11/5/2025	Last day to add and drop classes. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the date indicated. After this date, students can only withdraw from a course. See the Course Withdrawal policy in the current academic year's catalog for details on the timeframe in which a student has to withdraw from a course.
Veterans Day	11/11/2025	Holiday - campus closed
Thanksgiving	11/27/2025	Holiday - campus closed
Day After Thanksgiving	11/28/2025	Holiday - campus closed
Deadline to withdraw from a course - Fall II 2025	Student must request to withdraw no later than one week before the course section ends	How to withdraw from a course: see the course withdrawal request form on the Registrar on Adler Connect for complete details on how to withdraw from a course. Please note students cannot withdraw from a course or exam 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 submit 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.
Deadline to withdraw from a course - Fall 2025	Student must request to withdraw no later than one week before the course section ends	How to withdraw from a course: see the course withdrawal request form on the Registrar on Adler Connect for complete details on how to withdraw from a course. Please note students cannot withdraw from a course or exam 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 submit 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.
Course period ends - Fall II 2025	12/14/2025	
Term ends - Fall 2025	12/15/2025	
Break	12/16/2025 - 1/4/2026	Classes are not in session; campus will be closed on holidays.
Winter Break	12/24/2025	Holiday - campus closed
Winter Break	12/25/2025	Holiday - campus closed
Grades Due - Fall II 2025 and Fall 2025 full term courses	12/29/2025	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.

ADLER UNIVERSITY - ACADEMIC CALENDAR 2025-2026 CHICAGO CAMPUS (subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)		
Spring 2026 Spring 2026: Monday, January 5, 2026 – Sunday, April 19, 2026 Spring I 2026: Monday, January 5, 2026 – Sunday, February 22, 2026 Spring II 2026: Monday, March 2, 2026 – Sunday, April 19, 2026		
Event	Date	Comments
New Year's Day	1/1/2026	Holiday - campus closed
Spring 2026 and Spring I 2026 begin	1/5/2026	
Drop fee begins - Spring 2026	1/5/2026	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner no later than 11:59 p.m. CST on the date prior to this date (the day before the term/course period begins). Mandatory fees are not refundable once the term has begun.
Drop fee begins - Spring I 2026	1/5/2026	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner no later than 11:59 p.m. CST on the date prior to this date (the day before the term/course period begins). Mandatory fees are not refundable once the term has begun.
Add/drop period - Spring 2026	1/5/2026 - 1/14/2026	100% Refund **ALL CLASSES**. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the final date indicated. Mandatory fees are not refundable once the course period has begun.
Add/drop period - Spring I 2026	1/5/2026 - 1/14/2026	100% Refund **ALL CLASSES**. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the final date indicated. Mandatory fees are not refundable once the term has begun.
Add/drop period - FINAL DAY - Spring 2026	1/14/2026	Last day to add and drop classes. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the date indicated. After this date, students can only withdraw from a course. See the Course Withdrawal policy in the current academic year's catalog for details on the timeframe in which a student has to withdraw from a course.
Add/drop period - FINAL DAY - Spring I 2026	1/14/2026	Last day to add and drop classes. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the date indicated. After this date, students can only withdraw from a course. See the Course Withdrawal policy in the current academic year's catalog for details on the timeframe in which a student has to withdraw from a course.
Degree conferral application due for Spring 2026 degree completers	1/14/2026	Applications are due for students who will complete degree requirements during the Spring 2026 term. See the Graduation Overview option in Self-Service. If you are in multiple degree programs, you must submit the application for each degree program. Your application must be submitted in accordance with when you will complete requirements for your degree program. Please see the Degree Conferral Application instructions on the Registrar page on Adler Connect for complete details. The application is mandatory for the conferral of your degree and is not related to the commencement ceremony. Failure to submit the application may result in a student being withdrawn from their program without their degree being conferred. Details regarding the ceremony are forthcoming from the Student Affairs Department, once available. Please visit commencement.adler.edu. Commencement participation guidelines are determined at the program level. Please see your Department Chair or Program Director for details on your program's requirements for participation in the commencement ceremony.
Martín Luther King Jr. Day	1/19/2026	Holiday - campus closed
Deadline to withdraw from a course - Spring I 2026	Student must request to withdraw no later than one week before the course section ends	How to withdraw from a course: see the course withdrawal request form on the Registrar on Adler Connect for complete details on how to withdraw from a course. Please note students cannot withdraw from a course or exam 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 submit 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.
Presidents' Day	2/16/2026	Holiday - campus closed
Course period ends - Spring I 2026	2/22/2026	
Course period begins - Spring II 2026	3/2/2026	
Drop fee begins - Spring II 2026	3/2/2026	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner no later than 11:59 p.m. CST on the date prior to this date (the day before the term/course period begins). Mandatory fees are not refundable once the term has begun.
Add/drop period - Spring II 2026	3/2/2026 - 3/11/2026	100% Refund **ALL CLASSES**. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the final date indicated. Mandatory fees are not refundable once the term has begun.
Grades due - Spring I 2026	3/8/2026	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.
Add/drop period - FINAL DAY - Spring II 2026	3/11/2026	Last day to add and drop classes. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the date indicated. After this date, students can only withdraw from a course. See the Course Withdrawal policy in the current academic year's catalog for details on the timeframe in which a student has to withdraw from a course.
Spring Holiday	4/3/2026	Holiday - campus closed
Deadline to withdraw from a course - Spring II 2026	Student must request to withdraw no later than one week before the course section ends	How to withdraw from a course: see the course withdrawal request form on the Registrar on Adler Connect for complete details on how to withdraw from a course. Please note students cannot withdraw from a course or exam 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 submit 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.
Deadline to withdraw from a course - Spring 2026	Student must request to withdraw no later than one week before the course section ends	How to withdraw from a course: see the course withdrawal request form on the Registrar on Adler Connect for complete details on how to withdraw from a course. Please note students cannot withdraw from a course or exam 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 submit 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.
Course period ends - Spring II 2026	4/19/2026	
Term ends - Spring 2026	4/19/2026	
Break	4/20/2026 - 5/3/2026	Classes are not in session; campus is closed on holidays.
Grades due - Spring II 2026 and Spring 2026 (full term)	5/3/2026	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.

ADLER UNIVERSITY - ACADEMIC CALENDAR 2025-2026 CHICAGO CAMPUS (subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)		
Summer 2026 Summer 2026: Monday, May 4, 2026 – Sunday, August 16, 2026 Summer I 2026: Monday, May 4, 2026 – Sunday, June 21, 2026 - Online CMHC Summer I 2026: Monday, May 4, 2026 – Sunday, June 28, 2026 Summer II 2026: Monday, June 29, 2026 – Sunday, August 16, 2026 - All Programs		
Event	Date	Comments
Summer I 2026 and Summer 2026 begin	5/4/2026	
Drop fee begins - Summer 2026 - all programs	5/4/2026	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner no later than 11:59 p.m. CST on the date prior to this date (the day before the term/course period begins). Mandatory fees are not refundable once the term has begun.
Drop fee begins - Summer I 2026 - all programs	5/4/2026	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner no later than 11:59 p.m. CST on the date prior to this date (the day before the term/course period begins). Mandatory fees are not refundable once the term has begun.
Add/drop period - Summer 2026 - all programs	5/4/2026 - 5/13/2026	100% Refund **ALL CLASSES**. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the final date indicated. Mandatory fees are not refundable once the course period has begun.
Add/drop period - Summer I 2026 - all programs	5/4/2026 - 5/13/2026	100% Refund **ALL CLASSES**. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the final date indicated. Mandatory fees are not refundable once the course period has begun.
Add/drop period - FINAL DAY - Summer 2026 - all programs	5/13/2026	Last day to add and drop classes. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the date indicated. After this date, students can only withdraw from a course. See the Course Withdrawal policy in the current academic year's catalog for details on the timeframe in which a student has to withdraw from a course.
Add/drop period - FINAL DAY - Summer I 2026 - all programs	5/13/2026	Last day to add and drop classes. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the date indicated. After this date, students can only withdraw from a course. See the Course Withdrawal policy in the current academic year's catalog for details on the timeframe in which a student has to withdraw from a course.
Degree conferral application due for Summer 2026 degree completers	5/13/2026	Applications are due for students who will complete degree requirements during the Summer 2026 term. See the Graduation Overview option in Self-Service. If you are in multiple degree programs, you must submit the application for each degree program. Your application must be submitted in accordance with when you will complete requirements for your degree program. Please see the Degree Conferral Application instructions on the Registrar page on Adler Connect for complete details. The application is mandatory for the conferral of your degree and is not related to the commencement ceremony. Failure to submit the application may result in a student being withdrawn from their program without their degree being conferred. Details regarding the ceremony are forthcoming from the Student Affairs Department, once available. Please visit commencement.adler.edu. Commencement participation guidelines are determined at the program level. Please see your Department Chair or Program Director for details on your program's requirements for participation in the commencement ceremony.
Memorial Day	5/25/2026	Holiday - Campus Closed
Deadline to withdraw from a course - Summer I 2026	Student must request to withdraw no later than one week before the course section ends	How to withdraw from a course: see the course withdrawal request form on the Registrar on Adler Connect for complete details on how to withdraw from a course. Please note students cannot withdraw from a course or exam 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 submit 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.
Juneteenth	6/19/2026	Holiday - Campus Closed
Course period ends - Summer I 2026 (Online CMHC course sections)	6/21/2026	
Course period ends - Summer I 2026 (non Online CMHC course sections)	6/28/2026	
Course period begins - Summer II 2026 (all programs)	6/29/2026	
Drop fee begins - Summer II 2026 (all programs)	6/29/2026	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner no later than 11:59 p.m. CST on the date prior to this date (the day before the term/course period begins). Mandatory fees are not refundable once the term has begun.
Add/drop period - Summer II 2026 (all programs)	6/29/2026 - 7/8/2026	100% Refund **ALL CLASSES**. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the final date indicated. Mandatory fees are not refundable once the course period has begun.
Add/drop period - FINAL DAY - Summer II 2026 (all programs)	7/8/2026	Last day to add and drop classes. Registration changes must be completed via Student Planner no later than 11:59 p.m. CST on the date indicated. After this date, students can only withdraw from a course. See the Course Withdrawal policy in the current academic year's catalog for details on the timeframe in which a student has to withdraw from a course.
Independence Day (observed)	7/3/2026	Holiday - campus closed
Grades due - Summer I 2026 (Online CMHC course sections)	7/5/2026	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.
Grades due - Summer I 2026 (non Online CMHC course sections)	7/12/2026	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.
Deadline to withdraw from a course - Summer II 2026 (all programs)	Student must request to withdraw no later than one week before the course section ends	How to withdraw from a course: see the course withdrawal request form on the Registrar on Adler Connect for complete details on how to withdraw from a course. Please note students cannot withdraw from a course or exam 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 submit 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.
Deadline to withdraw from a course - Summer 2026 (full term courses)	Student must request to withdraw no later than one week before the course section ends	How to withdraw from a course: see the course withdrawal request form on the Registrar on Adler Connect for complete details on how to withdraw from a course. Please note students cannot withdraw from a course or exam 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 submit 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.
Course period ends - Summer II 2026 (all programs)	8/16/2026	
Term ends - Summer 2026 (all programs)	8/16/2026	
Break	8/17/2026 - 9/7/2026	Classes are not in session; campus is closed on holidays.
Grades due - Summer II 2026 and Summer 2026 (full term) [all programs]	8/30/2026	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.

2026-2027 Term Start and End Dates	
Fall 2026: Tuesday, September 8, 2026 – Monday, December 21, 2026	
Chicago on campus/online course periods:	
Fall 2026: Tuesday, September 8, 2026 – Monday, December 21, 2026	
Fall I 2026: Tuesday, September 8, 2026 – Monday, October 26, 2026	
Fall II 2026: Monday, November 2, 2026 – Sunday, December 20, 2026	
Spring 2027: Monday, January 4, 2027 – Sunday, April 18, 2027	
Chicago on campus/online course periods:	
Spring 2027: Monday, January 4, 2027 – Sunday, April 18, 2027	
Spring I 2027: Monday, January 4, 2027 – Sunday, February 21, 2027	
Spring II 2027: Monday, March 1, 2027 – Sunday, April 18, 2027	
Summer 2027: Monday, May 3, 2027 – Sunday, August 15, 2027	
Chicago on campus course periods:	
Summer 2027: Monday, May 3, 2027 – Sunday, August 15, 2027	
Summer I 2027: Monday, May 3, 2027 – Sunday, June 27, 2027	
Summer II 2027: Monday, June 28, 2027 – Sunday, August 15, 2027	
Chicago online course periods:	
Summer 2027: Monday, May 3, 2027 – Sunday, August 15, 2027	
Summer I 2027: Monday, May 3, 2027 – Sunday, June 20, 2027	
Summer II 2027: Monday, June 28, 2027 – Sunday, August 15, 2027	

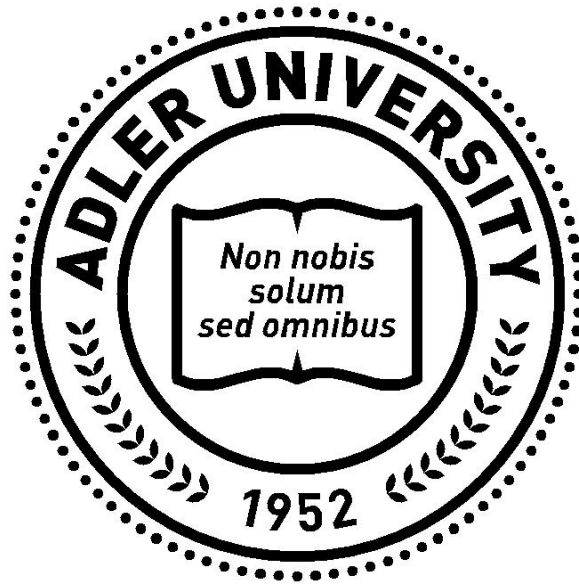
ADLER UNIVERSITY - ACADEMIC CALENDAR 2025-2026		
ONLINE CAMPUS		
Online CMHC, MACAT, PhDAT students, please see the Chicago campus calendar (subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)		
Fall 2025		
Fall 2025: Tuesday, September 2, 2025 – Monday, December 15, 2025		
Fall I 2025: Tuesday, September 2, 2025 – Monday, October 20, 2025		
Fall II 2025: Monday, October 27, 2025 – Sunday, December 14, 2025		
Event	Date	Comments
Labor Day	9/1/2025	Holiday - campus closed
Course period begins - Fall I 2025	9/2/2025	
Add/drop period - Fall I 2025	9/2/2025 - 9/11/2025	
Add/drop period - FINAL DAY - Fall I 2025	9/11/2025	
Indigenous Peoples' Day	10/13/2025	Holiday - campus closed
Deadline to withdraw from a course - Fall I 2025	10/13/2025	
Course period ends - Fall I 2025	10/20/2025	
Break	10/21/2025 - 10/26/2025	
Grades due - Fall I 2025	10/23/2025	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.
Course period begins - Fall II 2025	10/27/2025	
Add/drop period - Fall II 2025	10/27/2025 - 11/5/2025	
Add/drop period - FINAL DAY - Fall II 2025	11/5/2025	
Veterans Day	11/11/2025	Holiday - campus closed
Thanksgiving	11/27/2025	Holiday - campus closed
Day After Thanksgiving	11/28/2025	Holiday - campus closed
Deadline to withdraw from a course - Fall II 2025	12/7/2025	
Course period ends - Fall II 2025	12/14/2025	
Break	12/15/2025 - 1/4/2026	Campus will be closed on holidays.
Grades due - Fall II 2025	12/17/2025	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.
Winter Break	12/24/2025	Holiday - campus closed
Winter Break	12/25/2025	Holiday - campus closed

ADLER UNIVERSITY - ACADEMIC CALENDAR 2025-2026		
ONLINE CAMPUS		
Online CMHC, MACAT, PhDAT students, please see the Chicago campus calendar (subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)		
Spring 2026		
Spring 2026: Monday, January 5, 2026 – Sunday, April 19, 2026		
Spring I 2026: Monday, January 5, 2026 – Sunday, February 22, 2026		
Spring II 2026: Monday, March 2, 2026 – Sunday, April 19, 2026		
Event	Date	Comments
New Year's Day	1/1/2026	Holiday - campus closed
Course period begins - Spring I 2026	1/5/2026	
Add/drop period - Spring I 2026	1/5/2026 - 1/14/2026	
Add/drop period - FINAL DAY - Spring I 2026	1/14/2026	
Graduation application due for Spring 2026 degree completers	1/14/2026	Applications are due for students who will complete degree requirements during the Spring 2026 term. See the Graduation Overview in Self-Service. If you are in multiple degree programs, you must submit the application for each degree program. Your application must be submitted in accordance with when you will complete requirements for your degree program. Please see the Degree Conferment Application Instructions on the Registrar page on Adler Connect for complete details. The application is mandatory for the conferral of your degree and is not related to the commencement ceremony. Failure to submit the application may result in a student being withdrawn from their program without their degree being conferred. Details regarding the ceremony are forthcoming from the Student Affairs Department, once available. Please visit commencement.adler.edu. Commencement participation guidelines are determined at the program level. Please see your Department Chair or Program Director for details on your program's requirements for participation in the commencement ceremony.
Marting Luther King Jr. Day	1/19/2026	Holiday - campus closed
Deadline to withdraw from a course - Spring I 2026	2/15/2026	
Presidents' Day	2/16/2026	Holiday - campus closed
Course period ends - Spring I 2026	2/22/2026	
Break	2/23/2026 - 3/1/2026	
Grades due - Spring I 2026	2/25/2026	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.
Course period begins - Spring II 2026	3/2/2026	
Add/drop period - Spring II 2026	3/2/2026 - 3/11/2026	
Add/drop period - FINAL DAY - Spring II 2026	3/11/2026	
Spring Holiday	4/3/2026	Holiday - campus closed
Deadline to withdraw from a course - Spring II 2026	4/12/2026	
Course period ends - Spring II 2026	4/19/2026	
Break	4/20/2026 - 5/3/2026	
Grades due - Spring II 2026	4/22/2026	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.

ADLER UNIVERSITY - ACADEMIC CALENDAR 2025-2026		
ONLINE CAMPUS		
Online CMHC, MACAT, PhDAT students, please see the Chicago campus calendar (subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)		
Summer 2026		
Summer 2026: Monday, May 4, 2026 – Sunday, August 16, 2026		
Summer I 2026: Monday, May 4, 2026 – Sunday, June 21, 2026		
Summer II 2026: Monday, June 29, 2026 – Sunday, August 16, 2026		
Event	Date	Comments
Course period begins - Summer I 2026	5/4/2026	
Add/drop period - Summer I 2026	5/4/2026 - 5/13/2026	
Add/drop period - FINAL DAY - Summer I 2026	5/13/2026	
Graduation application due for Summer 2026 degree completers	5/13/2026	Applications are due for students who will complete degree requirements during the Summer 2026 term. See the Graduation Overview option in Self-Service. If you are in multiple degree programs, you must submit the application for each degree program. Your application must be submitted in accordance with when you will complete requirements for your degree program. Please see the Degree Conferral Application instructions on the Registrar page on Adler Connect for complete details. The application is mandatory for the conferral of your degree and is not related to the commencement ceremony. Failure to submit the application may result in a student being withdrawn from their program without their degree being conferred. Details regarding the ceremony are forthcoming from the Student Affairs Department, once available. Please visit commencement.adler.edu. Commencement participation guidelines are determined at the program level. Please see your Department Chair or Program Director for details on your program's requirements for participation in the commencement ceremony.
Memorial Day	5/25/2026	Holiday - Campus Closed
Deadline to withdraw from a course - Summer I 2026	6/14/2026	
Juneteenth	6/19/2026	Holiday - Campus Closed
Course period ends - Summer I 2026	6/21/2026	
Break	6/22/2026 - 6/28/2026	
Grades due - Summer I 2026	6/24/2026	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.
Course period begins - Summer II 2026	6/29/2026	
Add/drop period - Summer II 2026	6/29/2026 - 7/8/2026	
Independence Day (observed)	7/3/2026	Holiday - Campus Closed
Add/drop period - FINAL DAY - Summer II 2026	7/8/2026	
Deadline to withdraw from a course - Summer II 2026	8/9/2026	
Course period ends - Summer II 2026	8/16/2026	
Break	8/17/2026 - 9/7/2026	Campus is closed on holidays.
Grades due - Summer II 2026	8/19/2026	Instructors post their own grades. Students who have questions regarding the status of a grade are required to connect directly with their instructor.
2026-2027 Term Start and End Dates		
Fall 2026: Tuesday, September 8, 2026 – Monday, December 21, 2026		
Fall I 2026: Tuesday, September 8, 2026 – Monday, October 26, 2026		
Fall II 2026: Monday, November 2, 2026 – Sunday, December 20, 2026		
Spring 2027: Monday, January 4, 2027 – Sunday, April 18, 2027		
Spring I 2027: Monday, January 4, 2027 – Sunday, February 21, 2027		
Spring II 2027: Monday, March 1, 2027 – Sunday, April 18, 2027		
Summer 2027: Monday, May 3, 2027 – Sunday, August 15, 2027		
Summer I 2027: Monday, May 3, 2027 – Sunday, June 20, 2027		
Summer II 2027: Monday, June 28, 2027 – Sunday, August 15, 2027		

ACADEMIC CALENDAR 2025-2026 – VANCOUVER CAMPUS

Orientation	Monday, August 25, 2025 – Friday, August 29, 2025
Labour Day	Monday - September 1, 2025
Fall Term Begins	Tuesday - September 2, 2025
First day of Instruction	Tuesday - September 2, 2025
Last day to Drop a course section and receive a FULL refund	Thursday - September 11, 2025
National Day for Truth and Reconciliation	Tuesday - September 30, 2025
Friday before Thanksgiving Day	Friday - October 10, 2025
Thanksgiving Day	Monday - October 13, 2025
Remembrance Day	Tuesday - November 11, 2025
Last Day of Instruction	Monday - December 15, 2025
Fall Term Ends	Monday - December 15, 2025
Break	Tuesday - December 16, 2025 – Sunday - January 4, 2026
Winter Holiday	Thursday – December 25, 2025
Boxing Day	Friday – December 26, 2025
New Year's Day	Thursday - January 1, 2026
Spring Term Begins	Monday, January 5, 2026
Orientation	Monday, January 5, 2026 – Tuesday, January 6, 2026
First day of Instruction	Monday - January 5, 2026
Last day to Drop a course section and receive a FULL refund	Wednesday - January 14, 2026
Family Day	Monday - February 16, 2026
Spring Holiday	Friday - April 3, 2026
Spring Holiday	Monday - April 6, 2026
Last Day of Instruction	Sunday - April 19, 2026
Spring Term Ends	Sunday - April 19, 2026
Break	Monday - April 20, 2026 – Sunday - May 3, 2026
Orientation	Wednesday, April 29 – Thursday, April 30, 2026
Summer Term Begins	Monday – May 4, 2026
First day of Instruction	Monday - May 4, 2026
Last day to Drop a course section and receive a FULL refund	Wednesday - May 13, 2026
Victoria Day	Monday - May 18, 2026
Canada Day	Wednesday - July 1, 2026
Last Day of Instruction	Sunday - July 26, 2026
BC Day	Monday - August 3, 2026
Summer term Ends	Sunday, August 16, 2026



Adler University

2025-2026 Catalog Addendum

12/18/2025

2025-2026 CATALOG ADDENDUM

Campus: Chicago Campus

Policy: Academic Status

Purpose: Clarify grades for academic status policy. C+, C-, and D+ grades were added to the grading scale in Fall 2025 and impact a student's academic standing.

Posted: 12/18/2025

Campus: Online Campus

Policy: Academic Status

Purpose: Clarify grades for academic status policy. C+, C-, and D+ grades were added to the grading scale in Fall 2025 and impact a student's academic standing

Posted: 12/18/2025