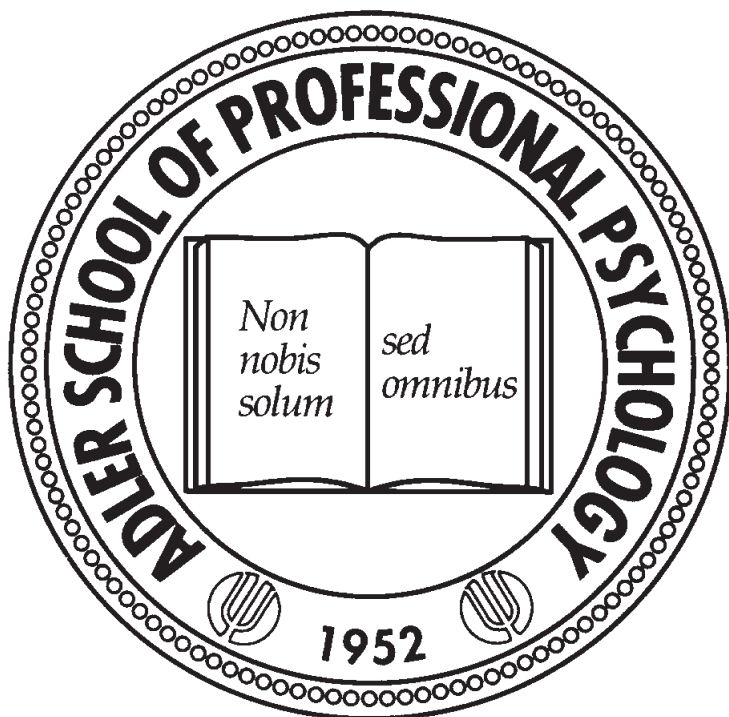


**Adler School of
Professional Psychology
Catalog 2007 – 2008**



Adler School of Professional Psychology

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65 East Wacker Place, Suite 2100

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admissions@adler.edu

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The School: An Overview

The Adler School of Professional Psychology (Adler School) was established in 1952 and is a private, not-for-profit institution of higher education. With a commitment to continuing the work of the first community Psychologist, Alfred Adler, the Adler School holds the following values as core to our educational programs; social interest, compassion, justice, respect for the individual, honor for diversity and difference, intellectual rigor, optimism, collaboration, and pragmatism. The School is an independent school of professional psychology, drawing students from North America and internationally.

While enjoying international recognition for the expertise of its faculty and excellence of its educational programs, the School has established an outstanding reputation for innovation within its educational programs, institutes, and community and clinical services. The Adler School learning community is comprised of persons of diverse cultures, ages, educational backgrounds, personal interests, and professional experiences. To read more about the Adler School, visit our web site at www.adler.edu.

The School's Mission

The Adler School of Professional Psychology is an institution of higher education committed to advancing the values and theories of Alfred Adler within the context of professional psychology. To this end, the School's mission is to provide quality professional education, psychological services, community services, and research, anticipating and responding to the constant and changing needs of students, the profession of psychology, the community, and society. The values held by Adler School as relevant to its mission, include the following:

- The broad application of the philosophy, principles, and techniques of Alfred Adler in particular and psychology in general to mental health, medicine, education, business and industry, and other related areas of social need;
- The preparation of students who have the academic ability, capacity for independent judgment and creative thought, educational preparation, emotional stability, maturity, ethical standards, motivation, personal integrity, and human values for a life of professional competency and service to their families, communities, profession, and society;
- The inclusion of nontraditional learners, returning students, change-of-career students, women, and persons of minority heritage in its programs;

- The promotion of excellence in faculty, administration, staff, learning resources and facilities, and support services to foster the academic, research, social, cultural, and clinical interests of students and clients;
- The importance of quality in graduate-level education, clinical training, research, educational publications, and learning materials;
- The expansion of knowledge and enhancement of growth, skill development, and values through instruction, role-modeling, demonstration, publication, and community service for both lay and professional persons;
- The commitment to lifelong learning, personal and professional development, scholarship, social interest, human equality, the worth and dignity of the individual, cooperation, and optimism as embodied in the philosophy of Alfred Adler;
- The commitment to public service through educational programs, psychological services, consulting, and other activities which contribute to the mental, emotional, and social well-being of individuals, groups, and communities;
- The encouragement of professional and civic service by faculty, staff, board members, students, and graduates;
- The development and distribution of educational materials unique to the field of Adlerian psychology and related areas for psychologists, counselors, parents, clergy, teachers, business, educational institutions, and other individuals and organizations.

Social Responsibility

The Adler School of Professional Psychology mission and vision emphasizes the critical need to educate and train socially responsible graduates. This commitment builds upon the work of the first community psychologist, Alfred Adler. Because of the centrality of this commitment to the mission of the school, socially responsible practice has been adopted as a required competency in all degree programs. The attainment of this competency is achieved through a combination of practical training and coursework. The practical training is provided by means of the community service practicum in the first year of all program curricula. This distinctive feature of the Adler programs enables students to receive an early exposure to the range of problems impacting the communities in which they and future clients live. Academic training includes preparation by means of grounding in theories and research on the impact on

broader structural and systemic factors on human well-being and training in methods designed to impact social policies, address community issues and solve social problems. Thus, in addition to training students to work with individual clients in traditional service settings, Adler School provides students with knowledge and skills that will enable them to expand the practice of psychology into new settings where they are much needed. The faculty of the School has adopted the following definition of *socially responsible graduate*:

Socially responsible graduates are those who:

1. Embrace a diversity of perspectives,
2. Work to build and maintain bridges across social, economic, cultural, racial and political systems,
3. Empower others to identify and address shared problems, and
4. Foster the development of social equality, justice and respect through compassionate action throughout the global community.

Organization & Governance

The Adler School of Professional Psychology is a private, independent, not-for-profit institution of higher education. The School is incorporated in and operates under the provisions of the State of Illinois General Not-For-Profit Corporation Act and is declared a 501(c)(3) tax-exempt organization by the U.S. Department of the Treasury, and is extra-provincially registered under the laws of British Columbia as the Adler School of Professional Psychology, and is tax-exempt.

Accreditation & Approvals

- The Adler School of Professional Psychology holds various accreditations, approvals, recognitions, and memberships, including the following.
- The School has been continuously accredited since 1978 by the North Central Association of Colleges and Schools' Higher Learning Commission. The Commission can be contacted at NCA-HLC, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (800) 621-7440, web site: www.ncacihe.org.
- The Adler School has authority to offer courses and programs in the State of Indiana. Its programs in Indiana are regulated by the Indiana Commission on Proprietary Education, which can be contacted at, ICPE, 302 West Washington Street, Room 201, Indianapolis, IN 46204, (800) 227-5695 (toll-free) or (317) 232-1320.

- The Adler School doctoral program in Clinical Psychology is accredited by the American Psychological Association. The APA's Committee on Accreditation can be contacted at The Office of Program Consultation and Accreditation, 750 First Street NE, Washington, D.C. 20002, web site: www.apa.org. 1-800-374-2721, 202-336-5500
- The Doctoral Program in Clinical Psychology is listed as a Designated Doctoral Program in Psychology by the National Register of Health Service Providers in Psychology.
- The Adler School Substance Abuse Counseling Program is approved by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) as an advanced counselor training program.
- The Adler School's Master of Arts in Counseling Psychology: Art Therapy is approved by the American Art Therapy Association, Inc. (AATA).
- The Adler School's Master of Arts in Counseling Psychology, Vancouver Campus, has ministerial consent under the authority of the Degree Quality Assessment Board (DQAB), Ministry of Advanced Education, Government of British Columbia, PO Box 9177, Victoria, BC, V8W 9H8, Canada.
- The Adler School's educational offerings are approved for veterans' education by the State Approving Agency for Veterans' Education.
- This school is authorized under Federal law to enroll nonimmigrant alien students.

Master's Level Licensure/Registration

Graduates of the Master of Arts programs in Counseling, Organizational Psychology, Marriage and Family Therapy, and Art Therapy are qualified to sit for the licensing examination for Licensed Professional Counselors (LPC) in the State of Illinois. With additional post-graduate, supervised clinical experience, graduates of the M.A. programs are eligible to sit for the licensing examination for Licensed Clinical Professional Counselors (LCPC) in the State of Illinois. However, students are advised that licensure requirements in some states may require them to take courses beyond those currently required by the Adler M.A.C. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly.

Graduates of the Vancouver Campus are eligible for membership registration with the British Columbia Association of Clinical Counsellors (www.bccounsellors.org) and/or the Canadian Counseling Association

(www.ccacc.ca). For other specialized licensure/certification requirements, students should consult the appropriate section of the catalog for that specialty.

Licensure requirements are subject to change based on new legislation, and students are encouraged to regularly consult with licensing boards and agencies about current requirements. Students who intend to practice in locations other than the State of Illinois or the province of British Columbia are also encouraged to consult with the appropriate agency or board relevant to local licensure requirements.

Doctoral Level Licensure/Registration

All psychologists who offer direct services to the public must be licensed or certified by the state or province in which they practice. Because licensure requirements vary from state to state and province to province, students should plan ahead to ensure they will be able to meet all requirements of a particular state or province. Licensure typically requires completion of a period of post-doctoral supervised experience and successful completion of the Psychology Licensure Examination as well as satisfaction of other requirements of individual states or provinces.

Degree, Certificate Programs, and Concentrations

The Adler School is committed to serving both traditional and nontraditional students. A number of degree programs, certificates and concentrations can be completed on either a full-time or part-time basis. However, because of the demands required for students seeking graduate education and training in professional psychology, it is highly recommended that students enroll full time in order to focus the necessary time and attention to their studies and clinical training. Note that the Doctoral Program has a one year full-time residency requirement. Degree programs and concentrations are offered in the following areas:

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

Masters of Arts in:

- Counseling Psychology
- Counseling: Art Therapy
- Counseling & Organizational Psychology
- Police Psychology
- Marriage & Family Counseling

Certificates and Concentrations in:

- Adlerian Psychotherapy

Art Therapy
Clinical Hypnosis
Clinical Neuropsychology
Marriage & Family Counseling
Group Psychotherapy
Substance Abuse Counseling

Concentrations offered (Psy.D. program):

Primary Health Care
Child and Adolescent

Respecialization in Clinical Psychology

Individuals possessing a doctorate in psychology or in an area primarily psychological in nature may apply for respecialization in clinical psychology. This retraining program requires students to complete the necessary coursework and clinical practica to be eligible for internship and licensure. The curriculum for students admitted in to the respecialization program is individualized and takes into account the background and needs of applicants. For further information, please contact the Psy.D. Program Director.

Continuing/Professional Education

The Adler School is committed to providing lifelong learning and service to the public. The school thus offers continuing professional education courses, seminars, and workshops. Courses may also be taken on an audit basis for purposes of continuing professional education. Qualified psychology graduate students, social workers, nurses, psychologists, physicians, and other health care professionals may register for continuing education offerings in order to earn continuing education credits. They may also register for individual courses or coursework required for a certificate in order to earn academic credit as a student-at-large. More information on student-at-large status is available in the section on Admissions policies. Information on certificate programs is also available in separate sections of this catalog.

The School is approved by the following organizations to sponsor continuing education programs (CEU):

- The American Psychological Association,
- The National Board for Certified Counselors,
- The State of Illinois Department of Financial and Professional Regulations (for Registered Social Workers), and
- The Illinois Alcohol and Other Drug Abuse Professional Certification Association.

Facilities & Campus Locations

The Chicago campus at 65 East Wacker Place is housed throughout four floors of an historic office building overlooking the Chicago River. Facilities include classrooms, administrative and faculty offices, assessment and observation laboratories, computer lab, the Sol and Elaine Mosak Library, and the Rudolf and Sadie "Tee" Dreikurs Psychological Services Center.

The School's near-North-Loop location is in the heart of Chicago's best cultural, dining, and shopping attractions. Easy accessibility by car or public transportation creates an ideal setting for students commuting not only from the greater Chicago area, but from throughout the United States and Canada as well.

The Adler School of Professional Psychology – Chicago Campus
65 East Wacker Place
Suite 2100
Chicago, IL 60601

Located near the campus are many prestigious colleges and universities, public libraries, lake front parks, museums, and public parking facilities. Major tourist attractions include the Art Institute of Chicago, Water Tower Place, Navy Pier, Auditorium Theater, Chicago Theater, Oriental Theater, Sears Tower, Shedd Aquarium, Adler Planetarium, and the Field Museum of Natural History.

The Vancouver campus is located at the corner of West Georgia Street and Thurlow, in the heart of Vancouver's dynamic shopping and business core. With stunning views, the campus boasts state of the art classroom and administrative technology, and newly renovated classroom and office space for our Vancouver students, faculty and staff.

Adler School of Professional Psychology - Vancouver Campus
1090 West Georgia Street
Suite 1200
Vancouver, BC
Canada V6E 3V7

The Vancouver Campus is conveniently accessible through public transit. The Burrard Skytrain station is easily accessed one block away from campus at Burrard Street (between W. Georgia and Dunsmuir). The Skytrain's Millennium and Expo Lines are just one station away from Waterfront where connections for the Sea Bus and West Coast Express are available. A major bus hub is also located at Burrard and Dunsmuir Streets, which is 20 minutes from the Vancouver International Airport. Located downtown in an area that is well-

known for its shops (Robson Street, and the Pacific Centre Mall) and restaurants we are also just moments away - either on foot or a brief bus ride - from theatres, the Art Gallery, Stanley Park, and English Bay Beach.

Faculty

The School's educational philosophy is embodied in its diverse, dedicated, and highly qualified faculty. Faculty members are chosen for their educational qualifications, professional experience, clinical training and practice, professional and community involvement, area of expertise, scholarship, ability to teach, and personal/professional commitment to the School's mission to educate socially responsible graduates. Faculty members are professionals who combine community involvement and clinical practice with their instructional duties. Many hold leadership positions and are active in professional organizations throughout the United States, Europe, and Canada. The faculty's high level of professional activity enriches the curriculum and models for students the integration of community involvement, clinical practice, scholarship/research, and professional contribution.

The faculty consists of core, part-time program, and adjunct or sessional members. Core faculty members are full-time. Core faculty members are actively involved in academic governance, faculty committees, clinical supervision, curriculum development, community involvement, and research. Core faculty members maintain office hours and are on-site four days per week. The faculty members have created a learning community committed to the discovery and development of knowledge, values, and skills where students can engage in a rich learning experience.

The core faculty is supplemented by part-time program and adjunct/sessional faculty, visiting professors, and other professionals who are hired to teach specific courses or render other academic or clinical services. Adjunct/sessional faculty members are chosen for their expertise in specific areas of program curricula.

The Library

The Sol and Elaine Mosak Library of the Adler School of Professional Psychology is a dynamic partner in mentoring socially responsible practitioners through learning, research, and individual service. The Library collaborates with faculty, clinicians, and researchers to support students in their progress to achieve the Adler School's institutional learning outcomes.

The Library is staffed by three librarians and four student assistants, who are available to help the Adler Community to make the fullest use of academic

resources for research and curricular needs. In the service of our mission, we select, organize, present, preserve, and teach the resources that best address the current and anticipated academic needs of our students, faculty, and community affiliates.

Library services include:

- individual research consultation for papers, presentations, theses, or dissertations
- subject-specific classroom instruction sessions
- individual instruction in the selection and use of databases
- interlibrary borrowing of books or journal articles not owned in our collection

The Library's print collection comprises approximately 10,000 circulating books, over 60 print-plus-online journal subscriptions, and more than 350 instructional audiovisual materials. The Library also licenses over 30 research databases in psychology and the related social sciences, education, and criminal justice; as well as full-text electronic content from over 20,000 journals, 700 electronic books, and several collections of newspapers. Major online resources include: PsycINFO, PsycARTICLES, PsycBOOKS, ProQuest Psychology Journals Collection, ProQuest Theses and Dissertations Full Text, LexisNexis Academic, Academic Search Premier, Mental Measurements Yearbook, and Health and Psychosocial Instruments.

Students and faculty have on-site access to electronic resources through public computers in the Library, Computer Lab, and the 17th floor Student Lounge, as well as through wireless nodes on every teaching floor, and network connections to campus offices. The Library maintains a Web presence on the institution's site [<http://www.adler.edu/library/Library.asp>], as well as an online community through Scholar360. Equipment is available in the Library for individual or group audiovisual recording and viewing.

The Library maintains and circulates a supplemental collection of selected psychological testing material for the use of students currently enrolled in training placements. The collection includes current editions of most of the widely used group and individual tests, such as the MMPI, PAI, Rorschach, TAT, WAIS, WIAT, WISC, Woodcock-Johnson, and WRAT.

Active participation in consortial activities facilitates interlibrary loan delivery of materials not held at the Library. The Library is a member of the Metropolitan Library System (MLS), and a governing member of CARLI, the Consortium of Academic and Research Libraries in Illinois. These memberships enable the Libraries to participate in resource sharing and collection development programs on a national scale.

A special collections room houses one of the finest research holdings of Adlerian psychology materials in the world, as well as our theses, dissertations, internal publications, and archives that document the institution's unique history. This rich collection preserves the collective memory of Alfred Adler's teachings through a wide variety of materials by and about its central figures.

The library can be contacted by telephone: (312)-261-4070; by e-mail: library_resource@adler.edu; or by fax: (312) 201-8756.

Psychological Services Center

The Rudolf and Sadie "Tee" Dreikurs Psychological Services Center (PSC) at the Chicago campus is a full-service, community mental health center licensed by the State of Illinois' Department of Financial and Professional Regulation. The PSC has a dual mission: to provide psychological services to underserved populations and to serve as a clinical training site for the School's doctoral and master degree program's students.

Services: Services provided to the public include individual, group, family and couples psychotherapy, neuropsychological assessment, support groups, parenting classes, consultation, psychological testing and psychoeducational programs. In addition to its centrally located clinic, the PSC offers community based services at several satellite locations.

The PSC's programs and services are designed to assist children, adolescents, adults, couples, families, and groups in dealing with personal issues, marital and family problems, depression and anxiety, stress, school adjustments, family conflict, couple distress, grief and loss, substance abuse, and other related personal or psychological issues. Clients come from a wide range of educational, ethnic, economic, and cultural backgrounds.

The PSC's psychological services are provided by masters, doctoral, and post-doctoral trainees under the supervision of the Adler School core faculty's licensed clinical psychologists. Additional supervision may be provided by adjunct faculty or individuals holding supervisory responsibility at satellite locations.

Clinical Training: The PSC offers a Pre-Doctoral Internship Program in Clinical Psychology that is approved by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The internship is a partially affiliated program, reserving four of its five positions for Adler School students. The PSC's internship program participates in the APPIC match process.

Additionally, masters and doctoral practicum fieldwork, and post-doctoral residencies all can be completed through the PSC. Trainees are matched with community satellites based on their interests, training and education needs, and abilities. All trainees spend at least some of their clinical time at the central clinic. PSC training experiences include: providing direct clinical service under supervision; individual, group, and peer supervision; case management and case disposition meetings; didactic workshops and seminars; and other learning experiences. For more information on clinical training opportunities, e-mail the PSC at psc@adler.edu, or call (312) 327-0959.

Nondiscrimination Policy

The Adler School of Professional Psychology is an equal opportunity institution committed to nondiscrimination and equal opportunity in employment and education regardless of race, color, religion, sex, sexual identity, national or ethnic origin, political beliefs, disability, or veteran status or any other protected status under local, state, or federal law. The educational programs, activities, and services offered to students are administered on a nondiscriminatory basis subject to the provisions of all state and federal applicable laws. In these endeavors, the Adler School promotes nondiscrimination and equal opportunity in the student body, faculty, and staff. The Adler School provides reasonable accommodation to students on the basis of documented disability in accordance with the Americans with Disabilities Act (ADA).

The School maintains policies and procedures to support students in their academic endeavors. Policy statements regarding expectations of student behavior and procedural guidelines for resolution of problems are available online to all students and to all members of the School community at www.adler.edu. Questions, concerns, or complaints regarding the School non-discrimination policy and practice or protection against discrimination should be directed to the Vice President of Administration and will be handled according to Adler School policies and procedures.

Diversity

Celebrating the richness of human diversity is at the heart of Adler School's commitment to social responsibility, and is reflected in the content of our curricula and makeup of our faculty and staff, which attracts students the world over. Apparent differences in race, ethnicity, language, religion, values, beliefs, disabilities, class, sexuality, gender and age are implicit. All are woven into the fabric of excellence at Adler School. At every level of our organization, we invite and embrace diversity of faculty, staff, students, sponsors, trustees, vendors and our wide range of business partners. The curricula of all programs provide the opportunity for students to acquire knowledge, skills, and values related to

individual and group diversity. Field placements for clinical training are available in areas where the clientele is partly or primarily from traditionally underserved groups.

Recruitment and retention of a diverse student body is important to prepare students to enter a world in which the understanding of individual and cultural diversity is essential for peace and progress. Student organizations provide support and fellowship for members of diverse and marginalized groups. Our commitment to honoring diversity is not only a concept, it is practiced. And, as our culture, it prevails.

Rights Reserved

This Catalog and the contents herein are not to be construed as a binding contract between the Adler School and the student. The Catalog merely presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same.

The Adler School reserves the right to refuse to admit or readmit any applicant. Furthermore, the Adler School reserves the right to dismiss any student at any time who fails to give satisfactory evidence of academic or clinical ability, earnestness of purpose, or active cooperation in all requirements for acceptable program completion.

The Adler School reserves the right to change, as necessary and without advance notice, its admission or academic requirements, rules, policies, tuition, fees, curricula, courses, course content, and graduation requirements and to apply such changes to current and new students alike. Course offerings and requirements are continually under examination, and revisions are expected.

General Academic Policies & Procedures

Schedule

The year-round instructional format consists of three semesters. Each credit hour is equal to 14 contact hours of instruction, which is supplemented by appropriate reading, research, study, and other educational activities students are expected to undertake between class sessions. Courses are held during daytime, evening, and weekend hours.

Registration

Term schedules are published and updated on the School's online learning community, Scholar360, prior to the start of each term. Students may register for courses in person, by mail, or by fax. Registration deadlines are published each term. Continuing students who register after the deadline are subject to late registration fees, and registrations will not be processed for students with delinquent accounts.

Registrations are processed according to a priority system based on the student's term of entry. Students wishing to register for more than 15 credit hours in any term must have written approval from their advisor.

Class Attendance

Students are responsible for maintaining regular and punctual attendance during each class session. Students who expect to miss or arrive late for class must notify the instructor in advance. Students who miss more than two classes in a semester will receive a grade of "F" (Fail) and must repeat the course. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade. In those instances in which a class is offered on an intensive format (that is, three or fewer class meetings in a semester), missing one class will result in a grade of "F" (Fail). Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester will receive a grade of "No Credit" or "NC" and be referred to the Student Comprehensive Evaluation Committee or Training Committee for review.

Students may not register for overlapping classes as this would result in absences from one or both classes.

Course Drop and Withdrawal

Requests to drop a course or exam must be received before or during the Add/Drop period, which is held during the first two weeks of the semester. After the first two weeks of a semester, withdrawal forms will be accepted, and a grade of "W" will be assigned. An official Drop/Withdrawal form is required and must be signed by the student's advisor. Notifying the instructor or ceasing class attendance does not constitute an official drop or withdrawal. The official date of a drop or withdrawal is the date the form is received by the Office of the Registrar. Students may not withdraw after the eighth week of a semester. 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" or "NC" for the course.

A drop fee is charged for withdrawal from each course after the Add/Drop period. Students who drop a course or exam during the Add/Drop period may receive refunds in accordance with the established refund policy. Students who are withdrawn due to disciplinary or academic reasons may receive a prorated refund. No refunds will be made when students stop attending class without officially withdrawing from the course.

Full-Time and Part-Time Status

To be considered full-time, Doctoral students must enroll in ten (10) or more credit hours each term. Doctoral students enrolled in between six and nine (6-9) credit hours each term are considered half-time. Doctoral students registered for less than six credit hours are considered less than half-time and are not eligible for federally funded financial aid.

M.A. students must enroll in eight (8) or more credits to be considered full-time. Masters students enrolled in four to seven (4-7) credits are considered half-time, and those enrolled in fewer than four credits are considered less than half-time and are not eligible for federally funded financial aid.

Students registered for practicum, dissertation, or internship satisfy the requirement for full-time study, and are eligible to receive Title IV funding and deferments. Students, who are registered for half-time internship or doctoral dissertation continuation, meet the requirement for half-time study, and are eligible to receive Title IV funding and deferments. Students carrying a full-time load are encouraged to limit any employment to part-time in order to allow adequate time for classes, practicum work, study, and other student activities.

Administrative Withdrawal

Once enrolled, students are expected to maintain satisfactory progress and register each term until completing the program in which they have been admitted. Students who fail to maintain active student status will be administratively withdrawn from the School unless they have previously obtained an approved leave of absence. *Administrative Withdrawal* will be noted on the student's transcripts who have been administratively withdrawn. Students who wish to return to their studies must submit a new application for admission no sooner than one year after their dismissal and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Withdrawal in Good Standing

Students may withdraw from the School in good standing by submitting a

letter of request to the Registrar's Office. To withdraw in good standing, students must be in good academic standing at the time of withdrawal, have completed all requirements for courses and clinical work for which they are registered, have made full payment of all outstanding tuition and fees, and not be subject to any pending disciplinary, ethical, or academic inquiries. Withdrawal in good standing is noted on the transcript.

Former students, who wish to return to the School after withdrawing in good standing, must submit a new application for admission and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Dismissal

Students may be subject to immediate dismissal if they are not satisfactorily meeting required academic standards, have poor academic performance, or if professional or ethical expectations are not met.

Satisfactory Progress

Students must maintain satisfactory academic progress to maintain good academic standing. Students are considered to be making satisfactory academic progress if they are taking a course load that ensures steady movement toward degree completion within the maximum time limits for degree completion, and if they are meeting academic and clinical standards. All students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in order to be in good academic standing, to participate in practica, to receive financial aid, and to graduate. In addition, students must successfully complete ("B" grade or better) 70% of attempted coursework in each term they are enrolled in order to be eligible for federal student financial aid.

Masters students must complete a minimum of twelve (12) credit hours every twelve months and must satisfactorily complete all of the requirements for graduation within five years of the date of first registration following admission to the School.

Doctoral students must complete at least eighteen (18) credit hours every twelve months and must satisfactorily complete all requirements for graduation within seven years of the date of first registration following admission to the School. Students enrolled in dissertation or internship, are considered to be maintaining minimum credit requirements for satisfactory academic progress. These requirements constitute the minimum enrollment necessary to be considered in good standing. Students who fail to maintain good academic standing can face dismissal from Adler School.

Student Conduct and Comprehensive Evaluation

The School requires that students demonstrate the highest standards of academic, personal, and professional conduct. The determination of students' performance is not limited to grades or grade point average, but includes all factors involved in students' academic and clinical progress and professional development. Upon entry into the program, all Adler School students are provided with a statement regarding the responsibility and interest the Adler School places upon the multiple aspects of student development and functioning (e.g. cognitive, emotional, psychological, interpersonal, technical and ethical) in the evaluation of student-trainees. This statement is derived from the recommended policy language for the comprehensive evaluation of student-trainee competence in professional psychology programs developed by the Student Competence Task Force of the Council of Chairs of Training Councils. Such comprehensive evaluation of student-trainees is necessary to protect the public and the profession.

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

Performance in courses, practica, internship, and qualifying examinations assess a broad range of areas of competency, endorsed by professional organizations such as the American Psychological Association and the National Council of Schools and Programs in Professional Psychology, expected of students as they progress toward their degrees. To insure that consistent and structured evaluation of students' performance in these areas of competency occurs throughout their education and training, the Adler School has developed the Student Learning Outcomes Assessment Program. This program is designed to provide multiple measures of students' performance in the areas of cognitive, emotional, psychological, interpersonal, technical and ethical functioning. The conduct and performance of students in all aspects of their education and training may be used to assess their academic and clinical suitability. Performance in individual classes may not be predictive of performance in clinical training situations or on qualifying examinations. Professional and ethical conduct is required in interactions with faculty, administrators, other students, clinical supervisors and staff members.

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

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

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

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

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

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

Qualifying Examinations

All M.A. degree programs require the successful completion of the M.A. Clinical Qualifying Examination. The Psy.D. degree program requires successful completion of the Doctoral Written Qualifying Examination (for those students who were admitted prior to Fall 2006) or the Community Service Capstone Paper (for those students who were admitted Fall 2006 and after) and the Doctoral Clinical Qualifying Examinations. Two attempts at qualifying examinations are permitted. Students who do not pass the Doctoral Written Qualifying Examination (WQE) or Community Service Capstone Paper (CSCP) after the first attempt are referred to their academic advisor to review feedback from the faculty evaluators of the examination and develop a plan for re-taking the examination. Students who fail the WQE or CSCP a second time may be referred to the Student Comprehensive Evaluation Committee or face immediate dismissal from their program(s). Students who fail the M.A. Clinical Qualifying Examination or the Doctoral Clinical Qualifying Examination the first time are referred for review by the Student Comprehensive Evaluation Committee or face immediate dismissal from their program and Adler School. Students who fail on the second attempt for either examination are subject to immediate dismissal.

Grading System

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

<u>Grade</u>	<u>Description</u>	<u>Grade Point</u>
A	Excellent	4.0
A-		3.75
B+		3.5
B	Satisfactory	3.0
B-		2.75
C	Marginal	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
CR	Credit	0.0
NC	No Credit	0.0
I	Incomplete	N/A
IP	In Progress	N/A
NP	No Progress	N/A
AU	Audit / No Credit	N/A
W	Withdrawal	N/A
TR	Transfer	N/A

In Progress

A temporary grade of "IP" (In Progress) is given to students who are engaged in practicum, internship, field experiences, independent study, dissertation, or courses in which completion of work may typically be expected to exceed the end of the term. The "IP" will be removed from the transcript when the final grade has been posted.

No Progress

A grade of "NP" (No Progress) is given to students enrolled in Dissertation Proposal or Dissertation whose work does not indicate that they are making required progress on completion of their dissertation proposal or dissertation. Any student receiving three consecutive grades of NP will be referred to the Student Comprehensive Evaluation Committee for review. The "NP" will be removed from the transcript when the final grade for either Doctoral Dissertation Proposal or Doctoral Dissertation has been posted.

Incomplete

An "I" (Incomplete) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the normal time allowed. An Incomplete grade is allowed only with the written consent of the instructor and indicates that the student has presented a satisfactory reason for receiving an incomplete grade. Students must request an incomplete prior to the due date of the final requirement of the class in question.

For an incomplete to be granted, students must file with the Registrar a completed Incomplete Agreement form, approved and signed by the instructor, which states what the student must do to satisfy the course requirements, including the instructor's grading criteria and the agreed-upon completion date. The maximum time limit for finishing incomplete work is the end of the following term.

Notation of an "I" grade remains on the transcript alongside the final grade following completion of the requirement. Receipt of one or more "I" grade may preclude students from enrolling in subsequent terms, may render the student ineligible for federal student aid, and may result in the student being referred to the Student Comprehensive Evaluation Committee.

If the course work is not successfully completed within the time limit established by the instructor (less than one term, or within one term following the course), the grade "Incomplete" will be changed automatically to an "F" (Fail). Students who receive an "F" will be referred to the Student

Comprehensive Evaluation Committee for evaluation or face immediate dismissal from their program and Adler School.

Credit/No Credit

A grade of "CR" (Credit) is assigned upon satisfactory completion of professional development seminars, practicum seminars, practicum/internship requirements, a limited number of regular courses, the qualifying examinations, and the doctoral dissertation. A grade of "NC" (No Credit) is assigned upon unsatisfactory performance in practicum or a course offered on a pass/no pass basis. Grades of "CR" are not used in calculating the grade point average; however, grades of "NC" are used in calculating the grade point average and are considered failing grades for the purposes of student assessment.

Audit

Students registered to audit a course will receive, upon successful completion of the course, a designation of "AU" on their transcripts which signifies neither credit nor a grade. Once an audited course is completed, it cannot be changed to credit at a later time.

Grade Corrections

Once a grade has been recorded on the student transcript, additional work cannot be submitted to change the grade. To change an incorrectly recorded grade, students must file a written petition with the Registrar. The Registrar will conduct a review of the circumstances and make a determination as to whether the original grade should be changed.

Grade changes or alterations to student records are not permitted after a degree has been officially posted to the academic record.

Academic Standards

Students whose grade point average falls below a "B" (3.0) or who have received two grades of "C" or "I", or a single grade of "NC", "D", or "F" will be referred to the Student Comprehensive Evaluation Committee or face immediate dismissal from the School. In case of a referral to the Student Comprehensive Evaluation Committee, the Committee will conduct a review of the student's records, which may include a meeting with the student, and make recommendations regarding the student's standing. Such recommendations may include, but are not limited to, a remediation plan or dismissal from the School.

Only two grades of "C" and no grades of "D", "F", or "NC" may be counted toward completion of degree requirements. A maximum of six (6) credit hours may be repeated to remediate deficient grades and, thus, qualify for graduation. Both the original course grade and the repeated course grade will be calculated in the overall GPA, and both will appear on the transcript.

Students who receive more than any combination of six (6) credit hours of "C" or who receive a single grade of "NC", "D", "F" in any course or program requirement are subject to immediate dismissal.

Leave of Absence

Students may request a Leave of Absence due to illness or other extenuating circumstances by completing a Leave of Absence form and submitting it to their faculty advisor. Leave of Absence forms must be signed by the student's faculty advisor, as well as the Director of Student and Alumni Affairs. Signed forms must be submitted to the Registrar's Office. A Leave of Absence may be granted for up to three terms (one calendar year). If a student has accepted a practicum or internship prior to requesting a leave, or is completing a practicum/internship at the time of the request, the student must contact the Director of Training and Community Service prior to submission of the form to their faculty advisor. The Leave of Absence will be noted on the student's transcript for each approved term until the student returns to school. Time approved for a Leave of Absence does not impact the maximum time allowed for degree completion.

Students who do not return from a Leave of Absence by the agreed upon term will be administratively withdrawn from the School. In order to be readmitted, administratively withdrawn students must submit a new application for admission no sooner than one year after the date upon which they were dismissed and, if admitted, must follow the program requirements in effect at the time of the new admission.

Professional Writing Skills

Students entering the field of professional psychology or counseling must demonstrate excellent communication skills in order to effectively perform their responsibilities. The ability of students to convey ideas and information effectively in writing is evaluated throughout their education and training. Students identified by an instructor or a practicum site supervisor as demonstrating deficiencies in their writing skills may be required to enroll in and successfully complete a non-credit course in professional writing. Notification of such requirement to a student will be made by the Director of Student and Alumni Affairs. A student notified of such a requirement must enroll for the

required writing course in the following term. A student who demonstrates continued writing deficiencies after one term of the course may be required to enroll a second time. Students who fail to complete the required course will be referred for review to the Student Comprehensive Evaluation Committee.

Family Education Rights and Privacy Act – FRPA

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.

Students have the following rights:

- to inspect and review education records by requesting it in writing to the Registrar’s Office,
- to request the amendment of the student’s educational records that the student believes are inaccurate or misleading (Students should submit a written statement to the Registrar’s Office which will be placed in their academic file. Applicants who are not admitted to the School or who do not matriculate following admission have no right of access to their submitted educational records.),
- to have some control over the disclosure of information from education records.

Student education records will not be disclosed to anyone unless the student has given written consent, or the request fits one of the legal exceptions. To release your information to a third party, please fill out a FERPA - FOIPOP release form online at www.adler.edu.

Directory information pertaining to students or graduates may be released to the public at the discretion of the School. Students or graduates who prefer their directory information to be kept private must inform the Registrar’s Office in writing.

Students who believe their privacy has been violated have the right to file a written appeal to the Director of Student and Alumni Affairs.

Freedom of Information and Protection of Privacy Act (FOIPOP)

Adler School of Professional Psychology collects relevant personal information about its students and employees and has processes in place to protect the privacy of these records. Student records will not be disclosed to a third party unless the student has given written consent or the request qualifies

as a legal exception. To release your information to a third party, students must complete and submit the FERPA – FOIPOP information release form online at www.adler.edu.

Students have access to their academic file through the Registrar’s Office. Students who wish to see the contents of their academic file should submit written request to the Registrar’s Office. Students can submit correspondence responding to information in the academic file to the Registrar’s Office.

Students who believe that their privacy rights have been violated have the right to file a written complaint to the School Commissioner. The designated School commissioner is the Director of Student and Alumni Affairs. The commissioner can conduct an investigation and will respond to the complaint in writing. For questions about confidentiality of records and privacy of students, please contact the Department of Student and Alumni Affairs at studentservices@adler.edu.

Students with Disabilities

It is the policy of Adler School of Professional Psychology to offer reasonable accommodations to qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student with a disability wishes to receive accommodation in order to participate in the courses, programs or activities offered by the School, the student may request accommodation by contacting the Academic Support Services Counselor in the Office of Disability Services. The use of these services is voluntary and confidential.

The Academic Support Services Counselor will work directly with the student to develop a reasonable accommodation plan. It is the student’s responsibility to present their accommodation plan to their instructor(s) in order to receive necessary accommodation.

Admissions Policies & Procedures

Application Process

The Adler School of Professional Psychology takes pride in its diverse student body, representing a wide range of professional interests, ethnic and cultural backgrounds and academic and work histories. The School admits individuals with a record of outstanding academic achievement and a commitment to social responsibility. Ideal candidates for admission are those

who will make a difference in the lives of the individuals, families and in the communities they plan to serve upon graduation.

All applicants for admission to Adler School degree programs and specializations must have a baccalaureate degree from a college or university that is regionally accredited by a nationally recognized accrediting agency or an equivalent academic degree from a foreign college or university. In addition, all applicants must fulfill the minimum admission requirements for the program they choose, and must demonstrate acceptable proficiency in spoken and written English. Applicants nearing completion of a baccalaureate degree may apply for early admission contingent upon successful completion of the undergraduate degree.

Possession of the minimum requirements does not ensure admission. The School reserves the right to admit or deny admission based on the professional judgment of the faculty and administration involved in the admissions process.

Applicants must submit the following:

- Adler School Application for Admission;
- Autobiographic essay/personal statement;
- Application fee (\$50.00);
- Three letters of recommendation accompanying the Adler School recommendation form; and
- Resume or curriculum vitae.

Application forms can be completed online or mailed to the Office of Admissions. Students submitting US or Canadian transcripts should have official transcripts sent directly to the Office of Admissions. Other international transcripts must be evaluated by a transcript evaluation service such as World Education Service (www.wes.org) or Educational Credential Evaluators (www.ece.org). Please contact the Office of Admissions for specific transcript translation requirements.

Application Deadlines

Priority Deadlines

The Adler School employs a rolling admissions process. While applications are accepted throughout the year, priority deadlines are in place for the doctoral program (see Psy.D. program grid). Programs fill early so applicants are strongly encouraged to begin the application process at least six to twelve months before their desired term of entry.

Applicants seeking admission to the Psy.D. program for Fall semester should submit a complete application by the priority deadline of February 15th in order for interviews to be scheduled and notification of acceptance to be completed by April 1. Those who are admitted must notify the Admissions Department and submit the tuition deposit no later than April 15 indicating their intent to matriculate in the subsequent Fall term. Space permitting, applications submitted after the deadline will be accepted subject to the Council of Graduate Departments of Psychology (COGDOP) criteria. These criteria state that acceptance of an offer of admission that is given or left in force after April 15 commits students to not solicit or accept an offer from the Adler School without first obtaining a written release from the institution to which a commitment has already been made. The February 15th deadline does not apply to certificate and master's level programs.

Program	Priority deadline	Term of entry
Psy.D.	February 15th October 1st	Fall Spring (January)
M.A. in Counseling	Rolling	Fall and Spring
M.A. in Organizational Psychology	Rolling	Fall entry only
M.A. in Counseling Art Therapy	Rolling	Fall entry only
M.A. in Marriage and Family Counseling	Rolling	Fall entry only
M.A. in Police Psychology	Rolling	All
Specializations	Rolling	All

Evaluation of Applicants

Completed applications will be reviewed by the Admissions Committee. Applicants who are approved by the Admissions Committee will then be scheduled for an interview with a member of the Adler School faculty.

Applicants are evaluated on many factors including the following:

- Academic performance;
- Content and clarity of written and verbal communication;
- Strength of recommendations;
- Personal and professional presentation throughout the admissions processes;
- Community service interest and/or experience;
- Professional and/or prior work experience; and
- Integrity, motivation, and personal ethics.

Provisional Admission

Successful applicants may be admitted with full standing or provisionally at the sole discretion of the Admissions Committee. Provisional admission may be granted when an applicant does not fully meet the requirements for admission but demonstrates exceptional motivation or other qualifications as well as the ability to comply with additional conditions specified by the Admissions Committee.

Provisional status will be noted in the student's academic file until the provisional criteria have been met. Students will be notified in writing when full admission has been granted. It is the responsibility of students to actively pursue completion of admission conditions and to submit documentation that conditions have been met. Students who do not satisfy the conditions set forth to achieve full admission will not be allowed to continue in the program.

Acceptance of Admission

Applicants who are offered admission to an Adler School program have thirty days or until the priority deadline notification for Psy.D. to accept the offer. Those who accept must return a signed statement of acceptance along with a \$500 (Psy.D. students) or \$250 (M.A. and specialization students) nonrefundable tuition deposit which will be credited toward payment of the first term's tuition and fees. Applicants for admission may receive a refund of the tuition deposit if a letter requesting cancellation is received within five working days after their statement of acceptance is received by the School; otherwise, admitted applicants who choose not to enroll shall forfeit their deposit.

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

Deferring Admission

Students who have been fully admitted into a degree program may defer their admission for up to one year after their original term of admission. To defer admission, the student must have their statement of acceptance along with the appropriate tuition deposit, and a \$200 nonrefundable deferment fee on file with the Office of Admissions. Students may not defer for more than one year. Students that defer admission but do not matriculate must reapply for admission by sending a new Admission Application, \$50 application fee, 3 letters of recommendation and all official transcripts as outlined in Admissions Process section of the current catalog. The Office of Admissions does not maintain student files for students who do not enroll by their intended start date.

Applicants who do not matriculate into a degree or certificate program do not have the right of access to their admission files.

International Applicants

International applicants must submit a completed application as outlined above. In addition, any applicant where English is not their first language, must submit scores from the Test of English as a Foreign Language (TOEFL). Scores should be sent directly to the School by the testing service. The Adler School's code number for receiving test scores is 1147. Applicants who have taken the paper-based TOEFL must receive a minimum score of 550. Those who have taken the computer-based TOEFL must have a minimum score of 213. Students taking the Internet-based TOEFL must have a minimum score of 79. Students that have earned a Bachelors or Masters Degree in an accredited program in the United States will not be required to take the TOEFL.

Applicants educated outside of the United States should contact the Office of Admissions as early as possible to obtain additional forms that may be required for document translation. International applicants must also submit documentation of sufficient financial resources to complete the program and provide for living expenses while attending the Adler School. Once enrolled in the program, students must pay tuition and fees at the time of registering for classes. International students will not be allowed to register for classes if they have an outstanding balance which jeopardizes the student's ability to remain in the US under their F-1 student visa.

Students that have been accepted into a degree program at the School, will be issued an I-20 upon receipt of their Statement of Acceptance and the appropriate tuition deposit. Students should allow enough time for securing an F-1 student visa in their country for travel to the US. It is the student's responsibility to provide the Office of Admissions with a current foreign address **and** mailing address if different, along with the intended US address. I-20s cannot be mailed to Post Office Box numbers.

Once the student arrives on campus, they must notify the Office of Admissions of their arrival and update their US address. I-20s cannot be updated with Homeland Security until we receive this information.

International Students must have their I-20s updated each year they are in attendance at the School. Students must maintain full-time status each term as outlined by the school for their program. If the student has extenuating circumstances that require that they are enrolled less than full-time, the student must request an exception from the Director of Student and Alumni Affairs. If an exception is given, then the Director will issue a letter to be used to update the student's SEVIS record and to accompany the student's I-20.

Students should not attempt to enter the United States without their current and updated I-20.

Although the School does not provide financial assistance for International Students in the form of financial aid or tuition reduction, students are eligible for Adler Scholarships unless otherwise noted.

Students-at-Large / Non-Degree Seeking

Students who wish to take classes for personal pursuit not related to a degree program at Adler School or qualified graduate students and mental health professionals may be admitted as student-at-large / non-degree seeking (SAL/NDS). Qualified mental health professionals may take courses as SAL/NDS students for continuing education credit or for professional enrichment as long as they meet the minimum eligibility for admission. Graduate students in psychology-related degree programs at other regionally accredited institutions bear the responsibility of verifying with their home institutions whether Adler courses will be transferred back and accepted for credit.

Applicants for SAL/NDS must submit a completed application form, non-refundable \$50 application fee, and official transcripts from all undergraduate and graduate schools attended. Applications will be reviewed by the Admissions Committee, and prospective students will not be allowed to register until they have been approved for admission as an SAL/NDS student.

If admitted as SAL/NDS a student may complete a maximum of nine credits within one academic year and must comply with all prerequisites and course requirements as given in the School Catalog. SAL/NDS students are not eligible for financial aid and may not enroll in courses which are reserved for students fully admitted to particular degree programs. Appropriate courses taken for credit may apply toward completing a degree for SAL/NDS students who are admitted to a degree program within one year of completing SAL/NDS courses. Successful completion of course work, however, does not guarantee admission to a degree or certificate program. An SAL whose application to a degree or certificate program has been denied may not enroll in further courses or continue as a student-at-large.

Because students-at-large are limited to a total of nine (9) credit hours of course work within one academic year, persons who plan to pursue a degree or certificate program should apply for admission at the earliest opportunity. Students-at-large who have completed nine credit hours of courses may not register for additional courses until such time as they have been formally admitted to a degree or certificate program. Those who seek admission to a degree or certificate program within one year of completing their last course as

SAL/NDS, will not be required to pay an additional application fee for the admissions application, but will be required to submit additional information as is required to make that degree program application complete.

Changing or Adding Programs

Psy.D. students may complete a Master's degree program and M.A. students may change from one Adler School Master's degree program to another by submitting the appropriate application forms. Application forms are available in the Registrar's Office. Students must satisfy admission requirements for the degree or certificate program at the time of application to the new program. Students, whose applications are accepted, as determined by review of the Admissions Committee, will be notified in writing of the decision of the Admissions Committee regarding the application to the new program.

Acceptance into and/or successful completion of one degree or certificate program neither constitutes nor guarantees admission to another program.

Master's degree students who wish to apply to the Psy.D. program must have completed at least twenty-four (24) credit hours of graded course work and be actively engaged in a practicum before applying. Students are required to submit a Psy.D. application, three letters of recommendation from Adler School faculty and practicum supervisors with at least one from their academic advisor and one from their current program director, a 500-word personal statement, and an official Adler School transcript. The application deadlines for Psy.D. applicants apply for Adler School Masters students, who are applying for the Psy.D. program. Once all materials are received, the Admissions Committee will review the application and determine whether the applicant will be scheduled for an interview with doctoral core faculty as the final stage of the application process. Students from M.A. programs who have been accepted to the doctoral program must complete all requirements for their M.A. degree no later than one year after acceptance.

Readmission

Applicants who have been accepted for admission but fail to matriculate within one year or who previously enrolled but not register for courses for a period of one year must submit a new application for admission and will be evaluated according to current admission requirements. If readmitted, applicants/students will be subject to program requirements in effect at the time of the new application. This applies to students who seek to return to the School following an approved leave of absence, withdrawal in good standing, or other absence.

Transfer Credit

Students accepted for admission may be granted transfer credit for graduate level courses previously taken at another accredited institution. A maximum of twelve (12) credit hours may be transferred into a M.A. program and a maximum of twenty-four (24) credit hours may be transferred into the Psy.D. program.

Requests for transfer credit will be reviewed for admitted students prior to new student registration. Please refer to the Office of Admissions for information regarding transfer credit applications and deadlines.

Graduate courses from regionally accredited institutions that are equivalent to courses required in the students' degree program at Adler School and in which students have earned grades of "B" or better may be considered for transfer credit. Electives and clinical or community service training credits are not eligible for transfer credit. Coursework taken more than five years prior to enrollment will not be accepted for transfer credit. Credit hours granted for transferred courses are based on credit hours granted for the equivalent course at Adler School.

Transfer of Credit forms are available from the Registrar's Office. A fee is assessed for each course evaluated for transfer credit eligibility.

Tuition & Financial Aid

2007-2008 Tuition and Fees Schedule

Financing your graduate education is an important part of your graduate school planning. Therefore, it is important to us that we are available to work with you throughout the financial aid process. The following Schedule of Tuition and Fees is effective as of **September 1, 2007**. The school reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

Tuition and Fees:

Chicago and Fort Wayne **2007-2008 Tuition and Fee Schedule**

Admissions Fees & Deposits

Admissions Application Fee	\$50
Deposit (non-refundable) – M.A. programs	\$250
Deposit (non-refundable) – Psy.D. program	\$500

Tuition

Tuition (per credit hour)	\$740
Tuition – Audit (per credit hour)	\$370
Tuition – Dissertation (per term)	\$740
Tuition – Internship (per term)	\$740
Tuition – Preparation Course	\$150
Tuition and Fees – M.A.P. Program (per credit hour)	\$890
Doctoral Dissertation Continuation	\$1480

Registration-Based Fees

Fee – Dissertation Oral Defense	\$350
Fee – Professional Liability Insurance	
-Per term Practicum & Internship	\$50
-Per term Community Service Practicum	\$25
Fee – Student Activity (per term)	\$170
Fee – Qualifying Exam	\$740

Degree Completion Fees

Fee – Graduation Fee (per degree)	\$100
Fee – Commencement Fee (per commencement)	\$200
Fee – Continuing Education Certificate Processing	\$25
Fee – Replacement Diploma	\$35

Miscellaneous Fees

Fee – Course Drop (per drop)	\$30
Fee – Late Registration (per occurrence)	\$75
Fee – UPASS - University Pass (per semester for full time students)	\$72
Fee – Returned Check (per occurrence)	\$50
Fee – Official Transcript	\$10
Fee – Transfer Credit Evaluation (per course)	\$150
Fee – Late Payment	2% of balance per Month

Changes in tuition and fees apply to current and new students. Students may pay tuition and fees by check or money order made payable to the Adler School of Professional Psychology. The School accepts Visa, MasterCard, Discover, and American Express credit cards. Unless otherwise indicated, tuition and fees are listed in U.S. dollars, and remittance must be made in U.S. dollars.

Vancouver 2007-2008 Tuition and Fee Schedule

Admissions Fees & Deposits (in Canadian Dollars)

Admissions Application Fee	\$50
Deposit (non-refundable) – M.A. programs	\$250

Tuition

Tuition (per credit hour)	\$550
Tuition – Audit (per credit hour)	\$253

Registration-Based Fees

Fee – Student Activity/Library Fee (per term)	\$140
Fee – Late Registration Fee (per occurrence)	\$50
Fee – Course Add Fee (per occurrence)	\$50
Fee – Qualifying Exam	\$700

Miscellaneous Fees

Fee – Course Drop Fee 90 % refund if 30+ days prior to the first day of class, 80 % refund if less than 30 days prior to the first day of class, no refund issued once a class has started	
Fee – Returned Cheque (per occurrence)	\$25

Vancouver students may pay tuition and fees by cheque or money order made payable to the Adler School of Professional Psychology. The School also accepts Visa, MasterCard, American Express, and Interact Direct payment.

Payment Information

Tuition and fees are due and payable in full two weeks prior to the start of the term. Payments made to the School are first applied against any previously existing balance, then to current charges.

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

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

Vancouver Students who opt for a deferred payment plan at the time of registration are responsible for paying their tuition and fees over a 3-time payment plan. The first installment is due at the time of registration. Subsequent payments are listed on the registration form published each term. The deferred payment plan is an additional \$15/credit hour.

Tuition Refunds

Students who have officially withdrawn from the School or specific courses may receive a tuition refund contingent upon receipt of the official withdrawal form. Refund amounts will be based upon the total charge incurred.

The percentage of tuition refunded, excluding the nonrefundable tuition deposit and all other fees, is determined in accordance with the following schedule:

Fifteen-Week Term - Refund Schedule

By the last day (Sunday) of the first full week of class	100%
After the first full week of class, but before the last day of the second week	50%

Intensive or Weekend Course - Refund Schedule

Before the first session of the course	100%
Before the second session of the course	50%
No further refunds provided for intensive or weekend courses.	

Vancouver Refund Policy

To initiate a refund, written notice must be provided:

- a) By a student to the institution when the student withdraws, or
- b) By the institution to the student where the institution dismisses a student.

Refund entitlement is calculated on the total fees due under the contract, less the applicable non-refundable application or registration fee. Where total fees have not yet been collected, the institution is not responsible for refunding more than has been collected to date and a student may be required to make up for monies due under the contract.

- (a) Refunds before the program of study begins:
 - (i) If written notice of withdrawal is received by the institution less than seven (7) calendar days after the contract is made, and before the start of a program of study, the institution may retain the lesser of 10% of the total fees due under the contract or \$100.
 - (ii) Subject to subsection (a) (i), if written notice of withdrawal is received by the institution thirty (30) calendar days or more before the start of a program of study, the institution may retain 10% of the total fees due under the contract.
 - (iii) Subject to subsection (a) (i), if written notice of withdrawal is received by the institution less than thirty (30) calendar days before the start of a program of study, the institution may retain 20% of the total fees due under the contract.
- (b) Refunds after the program of study starts:
 - (i) If written notice of withdrawal is received by the institution, or a student is dismissed, within 10% of the program of study's duration, the institution may retain 30% of the total fees due under the contract.
 - (ii) If written notice of withdrawal is received by the institution, or a student is dismissed, within 30% of the program of study's duration, the institution may retain 50% of the total fees due under the contract.
 - (iii) If a student withdraws or is dismissed after 30% of the program of study's duration, no refund is required.

Fort Wayne – Refund Schedule

The Indiana Proprietary Education Commission (IPEC) requires that all educational programs operating in the state of Indiana utilize and publish the following Refund Policy. Adler School students taking classes in Fort Wayne, IN are subject to this refund policy. The exact language from the IPEC follows. In this instance, the "institution" refers to the Adler School.

1. Adler School will make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.
2. A student is entitled to a full refund if one (1) or more of the following criteria are met
 - (A) The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.
 - (B) The student does not meet the institution's minimum admission requirements.
 - (C) The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the institution.
 - (D) If the student has not visited the institution prior to enrollment, and, upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.
3. A student withdrawing from an instructional program, after starting the instructional program at the institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
4. A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
5. A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
6. A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
7. A student withdrawing from an institutional program, after attending more than sixty percent (60%) of the duration of the instructional program, is not entitled to a refund.

Veteran's Benefits

Students eligible for U.S. veteran's benefits should consult with the Office of Financial Aid. All funds are processed according to Title 38, Sections 1651 and 1701, of the State Approval Agency for Veteran's Education.

Financial Aid

The Adler School of Professional Psychology is approved by the Department of Education to award federal student aid to eligible students. In addition to our participation in Title IV Federal Assistance program, we have many options available to students to help offset expenses while attending school. Eligible students have the following options to choose from:

- Federal Stafford Loans
- Federal Work Study
- Scholarships
- Graduate PLUS Loans Alternative Loans (Available to U.S. and International Students)

In order to be awarded financial assistance through the Office of Financial Aid, a student must have a completed financial aid file and must meet all eligibility requirements. Students begin the financial aid process by completing and submitting a Free Application of Federal Student Aid (FAFSA) to the Department of Education at www.FAFSA.ed.gov

Eligibility

To apply for federal loan and work-study funds a student must meet the following criteria:

- Be a citizen, national, permanent resident, or other eligible non-citizen of the United States,
- Demonstrate financial need as defined by the U.S. Department of Education for Title IV funding,
- Maintain at least half-time enrollment in a program leading to a degree or certificate (students enrolled in dissertation, internship, or clinical practicum fulfill the criteria for half-time status),
- Maintain Satisfactory Academic Progress,
- Comply with Selective Service registration,
- Must have and maintain good repayment standing on all previous educational loans or grants,
- Must not have been convicted of a drug offense (see question 35 of the FAFSA for more details).

Types of Aid Available in the U.S.

Federal Stafford Loan

The Federal Stafford Loan provides an attractive choice among loan options for most student borrowers. Two types of loans are offered through the Federal Stafford Loan program:

- **Subsidized**

The subsidized loan is based on need, and the government pays the interest while the student is enrolled on at least a half-time basis.

- **Unsubsidized**

The unsubsidized loan is a non-need-based loan for educational expenses. The student is responsible for the interest upon disbursement.

Federal Work-Study (Part-Time Work)

The Federal Work-Study program provides an excellent opportunity for you to earn money from part-time work. Under this program, the federal government pays a portion of your wages and the Adler School contributes the remainder. This makes Federal Work-Study eligible students particularly attractive to campus departments that have job openings for students.

Under the Federal Work-Study program, you may work up to 20 hours per week during the Fall, Spring, and Summer semesters. During school breaks you may work up to 40 hours per week. All hiring is done on a term-by-term basis.

Scholarships

The Adler School of Professional Psychology offers scholarships based on academic achievement, financial need, and community involvement. Scholarships are available to both new and returning, U.S. and international students. Student Scholarship information is posted on the Adler School Website at www.adler.edu.

Alternative Loans

Alternative loans are available to U.S. and International students. When applying for an alternative loan, students should note that approval is based upon the student's credit rating and interest rates vary. For more information, contact the Office of Financial Aid.

Graduate Plus Loans

Graduate PLUS loans, part of the Federal Family Education Loan Program (FFELP), are now available for graduate and professional students. With a low fixed interest rate, a Graduate PLUS loan allows you to fund up to 100% of the cost of your graduate or professional education, less any financial aid already awarded.

Academic Standards of Progress

In order to participate in Title IV federal assistance while in school, the government requires that students maintain minimum requirements in order to remain eligible to receive aid. At the Adler School of Professional Psychology, students are required to maintain the following:

- 3.0 cumulative GPA for all course work attempted
- Successfully complete at least 70% of course work attempted. A credit is successfully completed when the student earns a grade of A, B, C, D, P, CR or IP. Incomplete ("I") grades do not qualify until changed to A, B, C, D, P, CR or IP. It is the student's responsibility to notify the Office of Financial Aid once an "I" has been changed to an A, B, C, P, CR or IP.

If a student falls below either of these standards, the student will be placed on Academic Probation for one semester. If a student does not meet both of these standards by the end of the probation term, the student will lose his or her eligibility to receive financial assistance until the standards are met.

If there are extenuating circumstances involved with a student not meeting the Academic Standards of Progress, a student may appeal their status and request to be re-instated. The appeal form is available in The Office of Financial Aid.

International Students

International students are eligible to receive alternative loans while attending the Adler School of Professional Psychology. Alternative loans are approved based on credit ratings. Students should also contact their appropriate government and provincial agencies to find out about additional sources of aid to help offset expenses while completing their course work. International student are encouraged to contact the Office of Financial Aid to obtain further information.

Canadian Student Loan Program

The mission of the Canada Student Loan Program (CSLP) is to promote accessibility to post-secondary education for students with a demonstrated financial need by lowering financial barriers through the provision of loans and grants, and to ensure Canadians have an opportunity to develop the knowledge and skills to participate in the economy and society. Information can be obtained at: www.hrsdc.gc.ca/en/gateways/nav/top_nav/program/cslp.html

Students of the Vancouver Campus wanting to apply for student loans should make an appointment with the Vancouver registrar prior to submitting paperwork as an Appendix 3 is required for processing.

M.A. in Counseling Psychology (M.A.C)

The Master of Arts (M.A.) in Counseling Psychology program is designed to provide students with a foundation in theories and methods of counseling psychology with hands-on, practical, supervised training in counseling psychology techniques. The program offers the best features of traditional (M.A.) training programs coupled with Adler School's emphasis on the education and training in socially responsible practice.

This comprehensive graduate program can be completed in 24 months of full-time attendance. Graduates of the program are well prepared for a wide variety of community mental health positions in human service agencies and organizations in both the public and private sectors. This degree program exceeds the academic and pre-degree training and education requirements for the Licensed Clinical Professional Counsellor (LCP) in the State of Illinois and the Registered Clinical Counsellor (RCC) in the Province of British Columbia.

Graduates of the Vancouver Campus are eligible for membership with the British Columbia Association of Clinical Counsellors (www.bc-counsellors.org) and/or the Canadian Counselling Association (www.ccacc.ca). However, this degree is not intended to, nor does it prepare students to qualify upon graduation for membership with the College of Psychologists of BC or to use the designation "Psychologist" in British Columbia.

Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Clinical Professional Counselor (LCPC) credential in the State of Illinois, and current requirements for the Licensed Professional Counselor (LPC) in the State of Illinois, students should be aware that licensure requirements in some states

may require them to take courses beyond those currently required by the Adler School. M.A.C. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly. Applicants should check credentialing requirements in the jurisdiction in which they intend to practice following graduation. Links to state and provincial credentialing boards can be found on the website of the Association of State and Provincial Psychology Boards at <http://www.asppb.org/>

Minimum Admission Requirements

Applicants to this program must have:

- A baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- Completion of the equivalent of twelve semester credit hours in undergraduate psychology with grades of no less than "C" or better in each course. These courses should include general or introductory psychology, abnormal psychology, theories of personality, and research methods.

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

Degree Requirements (M.A.C. - Chicago Campus)

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

* 200	Professional Development Seminar I	1 cr.
* 201	Professional Development Seminar II	1 cr.
* 202	Community Service Practicum I	1 cr.
* 203	Community Service Practicum II	1 cr.
337	Group Psychotherapy	3 cr.
350	Community Psychology & Mental Health	3 cr.
* 402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
431	Child Guidance & Parenting	1 cr.
432	Child Guidance & Parenting Group Supervision	1 cr.
438	Introduction to Addictive Disorders	3 cr.
* 472	Basic Intervention & Assessment Skills	3 cr.
497	Research Methods	3 cr.
502	M.A. Practicum Seminar I	1 cr.
503	M.A. Practicum Seminar II	1 cr.
* 505	Professional Development, Issues & Ethics	3 cr.
506	M.A. Practicum I	1 cr.
507	M.A. Practicum II	1 cr.
520	Theories of Psychotherapy	3 cr.

	569	Lifestyle & Career Development	3 cr.
*	623	Life Span Development	3 cr.
*	641	Social Psychology & Individual Differences	3 cr.
*	648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.
		OR	
	649	Biopsychosocial Bases of Health & Dysfunction II	3 cr.
	662	Overview of Marriage & Family Therapy Models	3 cr.
	671	Structural & Sociocultural Bases of Health & Dysfunction	3 cr.
	995	M.A. Clinical Qualifying Examination	0 cr.

Please note: Students are advised licensure requirements in some states may require them to take courses beyond those currently required by the Adler School MAC. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly prior to graduation.

* = Required before beginning clinical practicum

Total Credit Hours: 52

Degree Requirements (M.A.C. - Vancouver Campus)

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

*	200	Professional Development Seminar I	1 cr.
*	201	Professional Development Seminar II	1 cr.
*	202	Community Service Practicum I	1 cr.
*	203	Community Service Practicum II	1 cr.
	337	Group Psychotherapy	3 cr.
*	402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
*	431	Child Guidance & Parenting	1 cr.
	432	Child Guidance & Parenting Group Supervision	1 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Intervention & Assessment Skills	3 cr.
	495	Research in Counseling Psychology	3 cr.
	496	Preparation for the M.A. Thesis	1 cr.
	501	M.A. Thesis	3 cr.
*	505	Professional Development, Issues & Ethics	3 cr.
	506	M.A. Practicum I	1 cr.
	507	M.A. Practicum II	1 cr.
	508	M.A. Practicum Seminar I	2 cr.
	509	M.A. Practicum Seminar II	2 cr.
*	520	Theories of Psychotherapy	3 cr.
	569	Lifestyle & Career Development	3 cr.
*	623	Life Span Development	3 cr.
*	641	Social Psychology & Individual Differences	3 cr.

* 648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.
	OR	
649	Biopsychosocial Bases of Health & Dysfunction II	3 cr.
663	Effective Marriage & Family Counseling	3 cr.
671	Structural & Sociocultural Bases of Health & Dysfunction	3 cr.
995	M.A. Clinical Qualifying Examination	0 cr.

* = Required before beginning practicum

Total Credit Hours: 55

Curriculum Sequence (Vancouver campus)

YEAR ONE

Fall Term

200	Professional Development Seminar I	1 cr.
402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
641	Social Psychology & Individual Differences	3 cr.
623	Life Span Development	3 cr.

Term Credits = 10

Spring Term

201	Professional Development Seminar II	1 cr.
202	Community Service Practicum I	1 cr.
431	Child Guidance & Parenting	1 cr.
520	Theories of Psychotherapy	3 cr.
648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.

OR

649	Biopsychosocial Bases of Health & Dysfunction II	3 cr.
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Term Credits = 9

Summer Term

203	Community Service Practicum II	1 cr.
472	Basic Intervention & Assessment Skills	3 cr.
495	Research in Counseling Psychology	3 cr.
505	Professional Development, Issues & Ethics	3 cr.

Term Credits = 10

YEAR TWO

Fall Term

496	Preparation for the M.A. Thesis	1 cr.
506	M.A. Practicum I	1 cr.
508	M.A. Practicum Seminar I	2 cr.
663	Effective Marriage & Family Counseling	3 cr.
671	Structural & Sociocultural Bases of Health & Dysfunction	3 cr.

Term Credits = 10

Spring Term

432	Child Guidance & Parenting Supervision	1 cr.
507	M.A. Practicum II	1 cr.
509	M.A. Practicum Seminar II	2 cr.
569	Lifestyle & Career Development	3 cr.

Term Credits = 7

Summer Term

337	Group Psychotherapy	3 cr.
438	Introduction to Addictive Disorders	3 cr.
501	M.A. Thesis	3 cr.
995	M.A. Clinical Qualifying Examination	0 cr.

Term Credits = 9

Total Credit Hours: 55

Graduation Requirements – M.A.C. Vancouver Campus

1. Satisfactory completion of 55 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of practicum.
3. Satisfactory completion of at least 200 clock hours of community service practicum.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C".
5. Successful completion of the M.A. Thesis.
6. Successful completion of the M.A. Clinical Qualifying Examination.
7. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
8. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology.

Practicum

An integral part of all Master's Programs offered at Adler is the acquisition of practical clinical and scholarly skills gained in field placements. Ongoing involvement in clinical and scholarly activities at professional training sites, including the School's Psychological Services Center at the Chicago campus, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well being. Clinical 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 clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their clinical practicum.

First year students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site and must concurrently enroll in required coursework. A minimum of 180 – 200 clock hours of Community Service Practicum is required.

Students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum 700 total clock hours of clinical practica are required, which is further outlined in program descriptions within this catalog.

The Director of Training and Community Service works in collaboration with students in identifying clinical experiences which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Scholar 360, for detailed information.

Curriculum Sequence (Chicago Campus)

YEAR ONE

Fall Term

200	Professional Development Seminar	1 cr.
402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
623	Life Span Development	3 cr.
641	Social Psychology & Individual Differences	3 cr.

Term Credits = 10

Spring Term

201	Professional Development Seminar	1 cr.
202	Community Service Practicum I	1 cr.
431	Child Guidance & Parenting	1 cr.
520	Theories of Psychotherapy	3 cr.
648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.
	OR	
649	Biopsychosocial Bases of Health & Dysfunction II	3 cr.

Term Credits = 9

Summer Term

203	Community Service Practicum II	1 cr.
350	Community Psychology & Mental Health	3 cr.
472	Basic Intervention & Assessment Skills	3 cr.
505	Professional Development, Issues & Ethics	3 cr.

Term Credits = 10

YEAR TWO

Fall Term

337	Group Psychotherapy	3 cr.
432	Child Guidance & Parenting Supervision	1 cr.
502	M.A. Practicum Seminar I	1 cr.
506	M.A. Practicum I	1 cr.
671	Structural & Sociocultural Bases of Health & Dysfunction	3 cr.

Term Credits = 9

Spring Term

503	M.A. Practicum Seminar II	1 cr.
507	M.A. Practicum II	1 cr.
569	Lifestyle & Career Development	3 cr.
662	Overview of Marriage and Family Therapy Models	3 cr.

Term Credits = 8

Summer Term

438	Introduction to Addictive Disorders	3 cr.
497	Research Methods	3 cr.
995	M.A. Clinical Qualifying Examination	0 cr.

Term Credits = 6

Total Credit Hours: 52

Graduation Requirements – M.A.C. Chicago

1. Satisfactory completion of 52 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of clinical practicum.
3. Satisfactory completion of at least 200 clock hours of community service practicum.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
5. Successful completion of the M.A. Clinical Qualifying Examination.
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology.

M.A. in Counseling Psychology: Art Therapy (M.A.T.)

The Master of Arts in Counseling Psychology: Art Therapy program combines core counseling education and training, the theories and techniques of Alfred Adler, and education and clinical training in the field of art therapy. This program was approved in 1999 by the American Art Therapy Association and the State of Illinois. The program requires 61 credit hours in coursework including 700 hours of art therapy practicum. The art therapy program can be completed in two years with a fulltime course load over three terms for each of the two years.

This program provides students with the academic and clinical training needed to meet the education requirements to apply for registration as an art therapist and to seek counselor licensure in the state of Illinois.

Upon completion of graduate studies, a graduate may work toward completing requirements in order to apply for art therapy registration (ATR). Post-education, the ATR requires 1000 hours of clinical art therapy (direct client contact) including at least 100 hours of supervision or, at least one hour of supervision for every ten hours of direct client contact. A minimum of 500 hours of this work experience needs to be supervised by a credentialed art therapist. Up to 500 hours may be supervised by a clinical supervisor who is credentialed in a related field (e.g. social worker, counselor, or psychologist). After an art therapist is awarded an ATR, she/he may work to complete additional requirements in order to apply for the Board Certification examination. With successful completion of this examination, an art therapist is awarded the credential of ATR-BC.

Immediately upon graduation from this program, a graduate may apply to take the Illinois Licensed Professional Counselor examination. After receiving this license (LPC), a practitioner may work to complete additional requirements in order to apply to take the Licensed Clinical Professional Counselor (LCPC) examination. For students planning to work in another state, the school suggests that you inquire about licensing requirements specific to that particular state because licensing varies state-to-state. An online search on a state's website is a useful source of this information.

Art therapists work in a wide variety of clinical, educational and social service settings including medical and psychiatric hospitals, schools, wellness centers, drug and alcohol treatment programs, community mental health centers, correctional institutions, shelter programs and treatment centers for those who experience interpersonal violence, and community programs for immigrants and refugees.

Minimum Admission Requirements

Applicants to this program must have:

- An undergraduate/baccalaureate degree or the equivalent from an accredited institution,
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work,
- The equivalent of 12 semester credit hours in psychology with grades of 'C' or better. These courses need to include general or introductory psychology, abnormal psychology, theories of personality, and psychometrics or research methods. In addition, a course in lifespan development or child & adolescent development is required to meet AATA education standards,
- Eighteen (18) semester credit hours, or 27 quarter hour credits in studio art that demonstrates proficiency and disciplined commitment to visual art in three or more visual art media, and
- A portfolio of original art work (15 examples in three or more different media) demonstrating competence with art materials is required to be presented at the admissions interview. As a final step in the application process, applicants who meet the admission standards will be invited for an individual interview with art therapy faculty.

Degree Requirements

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

* 200	Professional Development Seminar I	1 cr.
* 201	Professional Development Seminar II	1 cr.
* 202	Community Service Practicum I	1 cr.
* 203	Community Service Practicum II	1 cr.
* 344	Historical & Theoretical Perspectives of Art Therapy	3 cr.
* 345	Assessment, Diagnosis & Treatment Planning in Art Therapy	3 cr.
* 346	Use of Art in Group & Addiction Counseling	3 cr.
	350 Community Psychology & Mental Health	3 cr.
* 402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
	431 Child Guidance & Parenting	1 cr.
	432 Child Guidance & Parenting Group Supervision	1 cr.
	438 Introduction to Addictive Disorders	3 cr.
* 450	Lifespan Development in Art Therapy	3 cr.
	451 Socio-cultural & Multicultural Approaches in Art Therapy	3 cr.
	452 Theories & Methods of Intervention in Art Therapy I: Families and Older Adults	3 cr.
* 453	Theories & Methods of Intervention in Art Therapy II	3 cr.
466	Studio Art for Art Therapists	3 cr.

	467	M.A..T Practicum Seminar I	1 cr.
	468	M.A.T. Practicum Seminar II	1 cr.
*	472	Basic Intervention & Assessment Skills	3 cr.
	480	M.A.T. Practicum I	1 cr.
	481	M.A.T. Practicum II	1 cr.
	497	Research Methods	3 cr.
	505	Professional Development, Issues & Ethics (section designated for Art Therapists)	3 cr.
	520	Theories of Psychotherapy	3 cr.
	569	Lifestyle & Career Development	3 cr.
	648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.
		OR	
	649	Biopsychosocial Bases of Health & Dysfunction II	3 cr.
	995	M.A. Clinical Qualifying Examination	0 cr.

* = Required before beginning art therapy practicum

Total Credit Hours: 61

Curriculum Sequence

YEAR ONE

Fall Term

	200	Professional Development Seminar	1 cr.
	344	Historical & Theoretical Perspectives of Art Therapy	3 cr.
	346	The Use of Art in Group & Addiction Counseling	3 cr.
	402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
	438	Introduction to Addictive Disorders	3 cr.

Term Credits = 13

Spring Term

	201	Professional Development Seminar	1 cr.
	202	Community Service Practicum I	1 cr.
	350	Community Psychology & Mental Health	3 cr.
	450	Lifespan Development in Art Therapy	3 cr.
	466	Studio Art Therapy	3 cr.
	505	Professional Development, Issues & Ethics for Art Therapists	3 cr.

Term Credits = 14

Summer Term

	203	Community Service Practicum II	1 cr.
	345	Assessment, Diagnosis & Treatment Planning in Art Therapy	3 cr.
	431	Child Guidance & Parenting	1 cr.

453	Theories & Methods of Intervention in Art Therapy II	3 cr.
472	Basic Intervention & Assessment Skills	3 cr.
		Term Credits = 11

YEAR TWO

Fall Term

432	Child Guidance & Parenting Group Supervision	1 cr.
451	Socio-Cultural & Multicultural Approaches in Art Therapy	3 cr.
452	Theories & Methods of Art Therapy Intervention I: Families and Older Adults	3 cr.
467	Art Therapy Practicum Seminar I	1 cr.
480	Art Therapy Practicum I	1 cr.
520	Theories of Psychotherapy	3 cr.
		Term Credits = 12

Spring Term

468	Art Therapy Practicum Seminar	1 cr.
481	Art Therapy Practicum II	1 cr.
497	Research Methods	3 cr.
648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.
	OR	
649	Biopsychosocial Bases of Health & Dysfunction II	3 cr.
		Term Credits = 11

Summer Term

995	Master's Clinical Qualifying Examination	0 cr.
		Term Credits = 0

Total credits = 61

Graduation Requirements

1. Satisfactory completion of 61 credit hours, including all required courses
2. Satisfactory completion of at least 200 clock hours of community service practicum
3. Satisfactory completion of 700 minimum clock hours of art therapy practicum with 350 of those hours in direct client contact
4. A cumulative grade point average of 3.0 or higher and no more than two grades (or six credit hours) of 'C' grade
5. Successful completion of the Master's Clinical Qualifying Examination (MCQE)
6. Successful portfolio review
7. Completion of application for graduation and full payment of any outstanding tuition or other fees

8. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of the Arts in Counseling Psychology: Art Therapy

Practicum

An integral part of all Master's programs offered at Adler is the acquisition of practical clinical and scholarly skills gained in field placements. Ongoing involvement in clinical and scholarly activities over two or more terms is required at professional training sites. Practicum training requirements begin with a first year Community Services Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic intervention that benefit human welfare and well being. Clinical training provided in students' clinical practicum focuses on developing the competencies needed to prepare students for entry-level practice at graduation. The focus of practica is on integrating Master's level education at Adler with master's-level supervised clinical training, thus no transfer credit is granted for practica credits earned elsewhere. Students need to successfully complete course pre-requisites prior to being approved to begin their second practica.

First year students will spend about eight to ten hours per week over the course of six months at an approved Community Service Practicum site and need to be enrolled concurrently in required coursework. A minimum of 200-250 clock hours of Community Service Practicum is required. For the art therapy practicum, students need to expect to spend at least two days per week over, at least, nine months at an approved clinical practicum site and need to be enrolled concurrently in Practicum Seminars throughout their field training. Minimum total clock hours of practica are required, which is further outlined in program descriptions within this catalog.

The Director of Training and Community Service works in collaboration with students in identifying clinical experiences, which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available from Scholar 360 for detailed information.

Concentration/Post-Master's Certificate in Art Therapy Counseling

The Concentration or Post-Master's Certificate in Art Therapy: Counseling combines presentation of the theories and techniques of art therapy with supervised practicum experience to provide students with training in the use of art as therapy. Students enrolled in a degree program at the Adler School may graduate with a concentration in Art Therapy. Post-Master's students are awarded a certificate. A 700 hour practicum in art therapy under supervision of

a registered art therapist (for at least 75 hours) is required.

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

Minimum Admission Requirements

Applicants to this program must have:

- A master's degree in psychology or a related field from an accredited institution, or have the equivalent academic preparation from an institution outside the US.
- A grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work.
- The C.A.T. requires each student to submit a portfolio of original art work at the admissions interview. This artwork needs to demonstrate competence with art materials in three or more visual art media.
- A minimum of 18 semester credit hours – or 27 quarter hour credits – of study in studio art that demonstrates proficiency and discipline commitment in art making.
- Equivalency of some non-academic studio art experience or art therapy based coursework (270 hours) may be substituted for the required hours of study in studio art at the discretion of the Art Therapy Programs Director. However, it is imperative that the applicant demonstrate a range of experience using a variety of art materials and processes.

Applicants, who meet application requirements, will be invited to an application interview. The applicant needs to bring his/her completed art portfolio to this interview that is the last step in the application process.

Concentration/Certificate Requirements

The following courses are required for the Concentration/Certificate Program. In addition, students in this program will be required to submit a portfolio of their art therapy coursework experiences for review prior to program completion.

344	Historical & Theoretical Perspectives in Art Therapy	3 cr.
345	The Use of Art in Assessment, Diagnosis & Treatment Planning	3 cr.
346	The Use of Art in Group & Addiction Counseling	3 cr.
450	Lifespan Development in Art Therapy	3 cr.
451	Socio-Cultural & Multicultural Approaches in Art Therapy	3 cr.
452	Theories & Methods of Intervention in Art Therapy I: Family and the Elderly	3 cr.

453	Theories & Methods of Intervention in Art Therapy II	3 cr.
466	Studio Art Therapy	3 cr.
467	Art Therapy Practicum Seminar I	1 cr.
468	Art Therapy Practicum Seminar II	1 cr.
480	Art Therapy Practicum I	1 cr.
481	Art Therapy Practicum II	1 cr.

Total Credit Hours: 28

C.A.T. Graduation Requirements

1. Satisfactory completion of 28 credit hours that includes all required courses.
2. Satisfactory completion of 700 hours of supervised practicum (that includes at least 350 hours of direct client contact).
3. A cumulative grade point average of 3.0 or higher with no more than one grade (or 3 credit hours) of 'C'.
4. Successful portfolio review at the end of required coursework.
5. Completion of Application for Graduation and full payment of any outstanding tuition or other fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Concentration/Certificate in Art Therapy.

M.A. in Marriage & Family Counseling (M.A.F.)

The Master of Arts in Marriage & Family Counseling program is designed to prepare entry-level counselors to specialize in working with couples and families. The sequence of courses and supervised clinical training will assist professionals in qualifying for licensure as a Marriage and Family Therapist (LMFT) and a Licensed Clinical Professional Counselor (LCPC) in many states, and in qualifying for membership in professional organizations such as the American Association for Marriage and Family Therapy (AAMFT). For current requirements, students should contact directly the licensing agency of the state in which they plan to work and professional organizations with which they desire to affiliate.

Students in this program complete course work and practicum experiences focused on the understanding and integration of individual life style dynamics with couple and family systems. Graduates of the program have a theoretical understanding of individual, couple, and family systems, including developmental issues and major variations; assessment skills in life style and systemic

diagnosis; and intervention skills based upon major models of marital and family therapy, with the theory and values, techniques, and theories of Alfred Adler as a foundation.

Minimum Admission Requirements

Applicants to this program must have:

- A baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve semester credit hours in psychology with grades of "C" or better. These courses should include general or introductory psychology, abnormal psychology, theories of personality, and research methods.

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

Degree Requirements

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

* 200	Professional Development Seminar I	1 cr.
* 201	Professional Development Seminar II	1 cr.
* 202	Community Service Practicum I	1 cr.
* 203	Community Service Practicum II	1 cr.
	337 Group Psychotherapy	3 cr.
	350 Community Psychology & Mental Health	3 cr.
* 402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
	431 Child Guidance & Parenting	1 cr.
	432 Child Guidance & Parenting Group Supervision	1 cr.
	438 Introduction to Addictive Disorders	3 cr.
* 472	Basic Intervention & Assessment Skills	3 cr.
	497 Research Methods	3 cr.
* 505	Professional Issues & Ethics	3 cr.
	523 Adlerian Approaches to Individual & Family Therapy	3 cr.
* 623	Life Span Development	3 cr.
* 641	Social Psychology & Individual Differences	3 cr.
* 648	Biopsychosocial Basis of Health & Dysfunction I	3 cr.
	OR	
	649 Biopsychosocial Basis of Health & Dysfunction II	3 cr.
* 651	Assessment & Treatment from a Systemic Perspective	3 cr.
	652 Life Cycle & Cultural Issues in MFT	3 cr.
	655 Advanced Couples Therapy	3 cr.

662	Overview of Models of Marriage & Family Therapy	3 cr.
663	Effective Marriage & Family Therapy	3 cr.
664	Practicum in Marriage & Family I	1 cr.
665	Practicum in Marriage & Family II	1 cr.
667	M.A. Practicum Seminar in Marriage & Family I	1 cr.
668	M.A. Practicum Seminar in Marriage & Family II	1 cr.
995	M.A. Clinical Qualifying Examination	0 cr.

* = Required before beginning art therapy practicum

Total Credit Hours: 61

Curriculum Sequence

YEAR ONE

Fall Term

200	Professional Development Seminar I	1 cr.
402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
623	Life Span Development	3 cr.
641	Social Psychology & Individual Differences	3 cr.

Term Credits = 10

Spring Term

201	Professional Development Seminar II	1 cr.
202	Community Service Practicum I	1 cr.
350	Community Psychology & Mental Health	3 cr.
431	Child Guidance & Parenting	1 cr.
472	Basic Intervention & Assessment Skills	3 cr.

Term Credits = 9

Summer Term

203	Community Service Practicum II	1 cr.
337	Group Psychotherapy	3 cr.
505	Professional Development, Issues & Ethics	3 cr.
648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.
	OR	
649	Biopsychosocial Basis of Health & Dysfunction II	3 cr.
651	Assessment & Treatment from a Systemic Perspective	3 cr.

Term Credits = 13

YEAR TWO

Fall Term

432	Child Guidance & Parenting Supervision	1 cr.
652	Lifestyle & Cultural Issues in Marriage & Family Therapy	3 cr.

662	Overview of Marriage & Family Therapy Models	3 cr.
664	M.A.F. Practicum I	1 cr.
667	M.A.F. Practicum Seminar I	1 cr.

Term Credits = 9

Spring Term

523	Adlerian Approaches to Individual & Family Therapy	3 cr.
659	Lifestyle & Career Development	3 cr.
663	Effective Marriage & Family Therapy	3 cr.
665	M.A.F. Practicum II	1 cr.
668	M.A.F. Practicum Seminar II	1 cr.

Term Credits = 11

Summer Term

438	Introduction to Addictive Disorders	3 cr.
497	Research Methods	3 cr.
655	Advanced Couples Counseling	3 cr.
995	M.A. Clinical Qualifying Exam	0 cr.

Term Credits = 9

Total Credit Hours: 61

Graduation Requirements

1. Satisfactory completion of 61 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of clinical practicum.
3. Satisfactory completion of 200 minimum clock hours of community service practicum.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
5. Successful completion of the M.A. Clinical Qualifying Examination.
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Marriage & Family Counseling.

Practicum

An integral and scholarly part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical and scholarly activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills,

values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well being. Clinical training provided in students' second clinical 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 clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their second practicum.

First year students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site and must concurrently enroll in required coursework. A minimum of 200-250 clock hours of Community Service Practicum is required. During the second year, students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in two semesters of Practicum Seminars during their field training. A minimum of 700 total clock hours of clinical practica are required, which should include at least 200 hours of direct clinical service, of which one-third or more should be in conjoint therapy with couples or families.

The Director of Training and Community Service works in collaboration with students in identifying clinical experiences that meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Scholar 360, for detailed information.

Certificate in Marriage & Family Therapy

The Certificate in Marriage & Family Therapy program enables qualified professionals in psychology, social work, and related mental health fields to enhance their knowledge and skills in couple and family therapy and to help them achieve licensure or other professional recognition. The course work and clinical practica in this certificate program focus on helping the student to understand and integrate individual life style dynamics with couple and family systems.

The program is designed to provide students with opportunities to develop intervention skills through role-playing and supervised clinical experience. Graduates of the program will have a theoretical understanding of individual, couple, and family systems, including developmental issues and major variations; assessment skills in life style and systemic diagnosis; and

intervention skills based upon major models of marital and family therapy, with the theories and methods of Individual Psychology as a foundation.

Minimum Admission Requirements

Applicants to this program must have:

- A master's degree in psychology, social work, or a related mental health field from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- Prerequisite graduate-level courses including the following: a minimum of nine semester hours in human development, personality theory, human sexuality, psychopathology, or behavioral pathology; three semester hours of professional issues and ethics; and three semester hours of research design, methods, and statistics.

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

Certificate Requirements

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

402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
523	Adlerian Approaches to Individual & Family Therapy	3 cr.
651	Assessment & Treatment from a Systemic Perspective	3 cr.
652	Life Cycle & Cultural Issues in Marriage & Family Therapy	3 cr.
655	Advanced Couples Therapy	3 cr.
662	Overview of Models of Marriage & Family Therapy	3 cr.
663	Effective Marriage & Family Therapy	3 cr.
664	Practicum in Marriage & Family I	1 cr.
665	Practicum in Marriage & Family II	1 cr.
667	M.A. Practicum Seminar in Marriage & Family I	1 cr.
668	M.A. Practicum Seminar in Marriage & Family II	1 cr.
995	M.A. Clinical Qualifying Examination	0 cr.

Total Credit Hours: 25

Graduation Requirements

1. Satisfactory completion of 25 credit hours, including all required courses.
2. Satisfactory completion of 400 minimum clock hours of specialized practicum in MFT.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C."
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Marriage & Family Therapy.

Doctoral Concentration in Marriage & Family Therapy

Adler School doctoral students working toward the Psy.D. in psychology may pursue specialized training in Marriage and Family Therapy concurrently with their doctoral work by fulfilling the requirements for the concentration in marriage and family therapy. Previous graduates of the Adler Psy.D. program may also return to pursue a formal specialized concentration such as MFT.

Course Requirements

The concentration in Marriage & Family Therapy requires the following 15 credits of coursework. Some substitution may be possible with the approval of the program director.

523	Adlerian Approaches to Individual & Family Therapy	3 cr.
651	Assessment & Treatment from a Systemic Perspective	3 cr.
652	Life Cycle & Cultural Issues in MFT	3 cr.
655	Advanced Couples Therapy	3 cr.
663	Effective Marriage & Family Therapy	3 cr.

Specialized Practicum for MFT Concentration

In addition to specialized coursework in MFT, students in the MFT concentration will acquire and develop practical clinical skills in MFT through specialized field placements. Ongoing involvement in clinical activities at professional training sites gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Since the MFT practicum is considered an advanced specialty practicum, students must satisfactorily complete a doctoral therapy practicum prior to beginning the MFT practicum.

Students should expect to spend from ten to twenty hours per week at an approved MFT practicum site and must concurrently enroll in two semesters of Practicum Seminars during their field training. A minimum of 400 total clock hours of practica are required, which should include at least 200 hours of direct clinical service, of which one-third or more should be in conjoint therapy with couples or families.

The Director of Training and Community Service and the Director of the Marriage & Family Counseling Program work in collaboration with concentration students to identify clinical experiences which will meet the specialized needs of the MFT concentration and the goals of the student. Additional resources are available in the Practicum Handbook, available on the Adler Website (www.adler.edu), and the database of practicum sites available from the Training Department.

Graduation Requirements

1. Satisfactory completion of 15 credit hours, including all required courses.
2. Satisfactory completion of 400 minimum clock hours of MFT practicum, including appropriate hours of conjoint therapy.
3. Successful submission of case analysis following outline in the M.A. Clinical Qualifying Examination.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for awarding a certificate of completion of the Concentration in Marriage & Family Therapy.

M.A. in Counseling & Organizational Psychology (M.A.O.)

The Master of Arts in Counseling & Organizational Psychology program combines the theories and skills of counseling psychology with organizational theory, design and development in order to prepare graduates for positions in business and industry, especially in organizational psychology and the related areas of personnel management, team building, performance enhancement, executive coaching, organizational development, training, and employee assistance programs.

This program is unique in the area because it prepares graduates to sit for Illinois state level licensure as a master's level counselor. Graduates will be trained and qualified to be entry level counselors with skills in assessing and

providing counseling services to individuals, couples, and families. Beyond these important and marketable skills, graduates will have received training and skills in assessing and providing intervention in organizational settings on the level of the individual (personnel selection, leadership development, executive coaching, career assessment, and counseling), the work group (team assessment, team issue resolution, and team building), as well as the organizational level (talent audits, needs analysis, strategic planning, and organizational design and development).

Students can take this program in the traditional (3 year) sequence or in an accelerated (2 year) sequence. Students who take the accelerated program will be required to enroll both in weekend and weekday courses.

Minimum Admission Requirements

Applicants to this program must have:

- A baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve semester credit hours in psychology with grades of "C" or better. These courses should include general or introductory psychology, abnormal psychology, theories of personality, and research methods.

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

Degree Requirements

The following courses are required for this degree. It is mandatory that students take courses following the sequence described below to insure timely progress in meeting program requirements.

*	200	Professional Development Seminar I	1 cr.
*	201	Professional Development Seminar II	1 cr.
*	202	Community Service Practicum I	1 cr.
*	203	Community Service Practicum II	1 cr.
	337	Group Psychotherapy	3 cr.
*	402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
	431	Child Guidance & Parenting	1 cr.
	432	Child Guidance & Parenting Group Supervision	1 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Intervention & Assessment Skills	3 cr.

	497	Research Methods	3 cr.
*	505	Professional Development, Issues & Ethics	3 cr.
*	520	Theories of Psychotherapy	3 cr.
	569	Lifestyle & Career Development	3 cr.
	571	Foundations in Counseling & Organizational Consulting	3 cr.
	574	Principles of Industrial/Organizational Psychology	3 cr.
	575	Executive Coaching/Consulting & Leadership Development	3 cr.
	580	Organizational Theory & Change Management	3 cr.
	584	Organizational Consultation & Group Development	3 cr.
	585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
	586	M.A. Practicum Seminar in Organizational Psychology: Business	1 cr.
	587	Organizational Psychology Practicum I: Counseling	1 cr.
	588	Organizational Psychology Practicum: Business	1 cr.
	589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
	590	Organizational Psychology Practicum II: Counseling	1 cr.
*	623	Life Span Development	3 cr.
*	641	Social Psychology & Individual Differences	3 cr.
*	648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.
		OR	
	649	Biopsychosocial Bases of Health & Dysfunction II	3 cr.
	662	Overview of Marriage and Family Therapy	3 cr.
	995	M.A. Clinical Qualifying Examination	0 cr.

* = Required before beginning practicum

Total Credit Hours: 63

Traditional (3-Year) Sequence (Total Credits = 63)

YEAR ONE

Fall Term

	200	Professional Development Seminar I	1 cr.
	571	Foundations in Counseling & Organizational Consulting	3 cr.
	623	Life Span Development	3 cr.

Term Credits = 7

Spring Term

201	Professional Development Seminar II	1 cr.
202	Community Service Practicum I	1 cr.
402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
574	Principles of Industrial/Organizational Psychology	3 cr.

Term Credits = 8

Summer Term

203	Community Service Practicum II	1 cr.
472	Basic Intervention & Assessment Skills	3 cr.
641	Social Psychology & Individual Differences	3 cr.

Term Credits = 7

YEAR TWO

Fall Term

431	Child Guidance & Parenting	1 cr.
575	Executive Coaching/Consulting & Leadership Development	3 cr.
648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.

OR

649	Biopsychosocial Bases of Health & Dysfunction II	3 cr.
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Term Credits = 7

Spring Term

337	Group Psychotherapy	3 cr.
505	Professional Development, Issues & Ethics	3 cr.
580	Organizational Theory & Change Management	3 cr.

Term Credits = 9

Summer Term

432	Child Guidance & Parenting Group Supervision	1 cr.
438	Introduction to Addictive Disorders	3 cr.
520	Theories of Psychotherapy	3 cr.

Term Credits = 7

YEAR THREE

Fall Term

569	Lifestyle & Career Development	3 cr.
584	Organizational Consultation & Group Development	3 cr.
585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
587	Organizational Psychology Practicum I: Counseling	1 cr.

Term Credits = 8

Spring Term

589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
590	Organizational Psychology Practicum II: Counseling	1 cr.
662	Overview of Marriage and Family Therapy	3 cr.
		Term Credits = 5

Summer Term

497	Research Methods	3 cr.
586	M.A. Practicum Seminar in Organizational Psychology: Business	1 cr.
588	Organizational Psychology Practicum: Business	1 cr.
995	M.A. Clinical Qualifying Exam	0 cr.
		Term Credits = 5

Accelerated (2-Year) Sequence (Total Credits = 63)

YEAR ONE

Fall Term

200	Professional Development Seminar I	1 cr.
431	Child Guidance & Parenting	1 cr.
520	Theories of Psychotherapy	3 cr.
571	Foundations in Counseling & Organizational Consulting	3 cr.
623	Life Span Development	3 cr.
		Term Credits = 11

Spring Term

201	Professional Development Seminar II	1 cr.
202	Community Service Practicum I	1 cr.
402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
505	Professional Development, Issues & Ethics	3 cr.
648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.
OR		
649	Biopsychosocial Bases of Health & Dysfunction II	3 cr.
		Term Credits = 11

Summer Term

203	Community Service Practicum II	1 cr.
432	Child Guidance & Parenting Group Supervision	1 cr.
438	Introduction to Addictive Disorders	3 cr.
472	Basic Intervention & Assessment Skills	3 cr.
641	Social Psychology & Individual Differences	3 cr.
		Term Credits = 11

YEAR TWO

Fall Term

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

Term Credits = 11

Spring Term

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

Term Credits = 11

Summer Term

497	Research Methods	3 cr.
575	Executive Coaching/Consulting & Leadership Development	3 cr.
586	M.A. Practicum Seminar in Organizational Psychology: Business	1 cr.
588	Organizational Psychology Practicum: Business	1 cr.
995	M.A. Clinical Qualifying Exam	0 cr.

Term Credits = 8

Graduation Requirements

1. Satisfactory completion of 63 credit hours, including all required courses.
2. Satisfactory completion of 700 clock hours of a counseling practicum and 300 hours of a business practicum, and 200 minimum clock hours of Community Service Practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
4. Successful completion of the M.A. Clinical Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling & Organizational Psychology.

Practicum

An integral and scholarly part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical and scholarly activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Clinical 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 clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their second practicum.

First year students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site and must concurrently enroll in required coursework. A minimum of 200-250 clock hours of Community Service Practicum is required. Students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in Practicum Seminars throughout their field training. Minimum total clock hours of practica are required, which is further outlined in program descriptions within this catalog.

The Director of Training and Community Service works in collaboration with students in identifying clinical experiences that meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Scholar 360, for detailed information.

M.A. in Police Psychology (M.A.P.)

The Master of Arts degree in Police Psychology is designed for individuals currently in the field of law enforcement. The Program is designed to provide a theoretical background in clinical and social psychology and learn to apply the basic principles of these disciplines to managerial, field, interpersonal and organizational concerns that arise within the police environment.

This Master of Arts degree is not designed to teach the student to conduct therapy or engage in psychological testing. There are no clinical hours required nor a practicum to complete. This degree does not lead to any type of licensure or certification. Rather, this program is designed to teach students how to practically apply psychology to the field of law enforcement. A number of courses are team taught, combining experts from both fields of study.

The Program consists of 33 credit hours divided into 10 core courses plus a thesis course. All core textbook are provided for each course, and courses are generally taught in the evenings and on weekends. Students who choose to take two courses per semester can complete the degree program in two years. Individuals who have successfully completed the ten week School of Police Staff and Command course at Northwestern University, or the Chicago Police Executive Development Program will be granted 3 credit hours toward this degree by having the thesis requirement waived.

Minimum Admission Requirements

Applicants to this program must have:

- A baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.

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

Degree Requirements

The following core and advanced courses are required for this degree. All required courses are three credits.

402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
750	Police Psychology	3 cr.
751	Psychology of Police Organizations	3 cr.
752	Assessment Issues in Police Psychology	3 cr.

753	Psychology of Critical Incidents & Trauma	3 cr.
754	Psychology of Evil & Criminal Behavior	3 cr.
755	Psychology of Terrorism	3 cr.
756	Social & Community Psychology	3 cr.
757	Psychology of Leadership	3 cr.
758	Tactical & Field Psychology	3 cr.
759	Thesis & Portfolio Development	3 cr.

Graduation Requirements

1. Satisfactory completion of 33 credit hours, including all required courses.
2. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
3. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
4. Completion of Thesis with a grade of "A" or "B."
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Police Psychology.

Specialization or Certificate in Substance Abuse Counseling

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

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

This program can be taken as part of the students' graduate studies at either the masters or doctoral level as a concentration. Students already with a bachelors, masters, or doctoral degree can enroll in the program for a certificate in substance abuse counseling. In either case, admission is through the schools admissions process and a personal interview with the Program Director.

Course Requirements

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

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

Specialized Practicum for Substance Abuse Concentration/Certificate

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

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

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

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

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

Completion Requirements

1. Satisfactory completion of nine (9) semester credit hours of AODA coursework.
2. Satisfactory completion of the three (3) semester hour course on Professional Development, Issues & Ethics.
3. Satisfactory completion of four (4) semester hours of practicum coursework including five hundred (500) clock hours of AODA clinical practicum.

Certificate in Adlerian Psychotherapy

The Certificate in Adlerian Psychotherapy program is designed to provide specialized training in the principles, techniques and methodologies of Alfred Adler.

This program was developed to allow qualified professionals an opportunity to obtain specialized knowledge and clinical skills, participate in supervised clinical experiences, and acquire a specialty in Individual Psychology.

Minimum Admission Requirements

Applicants to this program must have:

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

Certificate Requirements

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

402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
431	Child Guidance & Parenting	1 cr.
432	Child Guidance & Parenting Group Supervision	1 cr.
502	M.A. Practicum Seminar I	1 cr.
503	M.A. Practicum Seminar II	1 cr.
506	M.A. Practicum I	1 cr.
507	M.A. Practicum II	1 cr.
514	Life Style Assessment & Diagnosis	3 cr.
523	Adlerian Approaches to Individual & Family Therapy	3 cr.

Total Credit Hours: 15

Graduation Requirements

1. Satisfactory completion of 15 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C."
4. Successful completion of a written, comprehensive case study of a client followed by an oral examination.

5. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation.

Concentration & Certificate in Clinical Hypnosis

The clinical practice of hypnosis has changed greatly in the past 40 years. Perhaps the greatest single advancement in the field of hypnosis is the realization that the ability to experience hypnosis resides largely in the person having the experience rather than in the therapist. Modern clinical hypnosis is an interpersonal process in which the therapist and the client work cooperatively to enhance the well being of the client.

The Concentration & Certificate in Clinical Hypnosis program is designed to provide graduate students in psychology and practicing professionals with an opportunity to obtain structured, sequential, professional education and training in clinical hypnosis. Adler School's certificate program has been approved by the American Society of Clinical Hypnosis (ASCH). Students currently enrolled in a degree program at the School are eligible to graduate with a Concentration in Clinical Hypnosis. A Certificate is awarded to those possessing licensure as a clinical psychologist or other licensed health professionals. Graduates of this program meet or exceed the training requirements for membership in and certain certification requirements of ASCH. Applicants who have completed programs or courses offered or approved by either ASCH or the Society for Clinical & Experimental Hypnosis (SCEH) may be able to waive some of the required courses in this program.

This program presents the theoretical foundations of clinical hypnosis and develops students' skills in the application of hypnosis techniques. Students learn how to understand and employ hypnotic phenomena to aid clients with psychotherapy and medical related issues.

The certificate indicates that the student has successfully completed a course of study in the area of clinical hypnosis. The certificate is not intended to serve as recognition of proficiency. Further, it is not a license or certificate of registration as a professional hypnotist or hypnotherapist.

Minimum Admission Requirements

Applicants to this program must have:

- A baccalaureate degree or the equivalent earned at an accredited institution.

- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- Graduate standing in a master's degree or doctorate program in an area of mental health, or licensure as a clinical psychologist, or a related health care license.

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

Certificate Requirements

The following courses are required for this certificate. In addition, students in this program should consult with the Program Coordinator to develop an individualized course of study.

710	Theories & Techniques of Clinical Hypnosis I	3 cr.
711	Theories & Techniques of Clinical Hypnosis II	3 cr.

Advanced Hypnosis Elective

Either

712	Advanced Theories & Techniques of Hypnosis	3 cr.
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OR

714	Research Seminar in Clinical Hypnosis	3 cr.
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Total Credit Hours: 9

Graduation Requirements

1. Satisfactory completion of 9 credit hours, including all required courses.
2. A cumulative grade point average of 3.0 or higher and no more than one grade of "C."
3. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
4. Faculty approval for graduation.

Concentration & Certificate in Clinical Neuropsychology

Program Overview & History

Clinical Neuropsychology is one of the fastest growing subspecialties within psychology. Its growth and credibility are manifested in the continued implementation of new doctoral and post-doctoral training programs; its widely-read professional journals such as *Neuropsychology* and *The Archives of Clinical Neuropsychology*; its growing professional organizations such as the International Neuropsychological Society (INS), the National Academy of Neuropsychology (NAN) and Division 40 of the American Psychological Association; its recognition by the National Register of Health Care Providers; and establishment of credentialing boards such as the American Board of Clinical Neuropsychology and the American Board of Professional Neuropsychology.

Division 40 of the American Psychological Association defines a clinical neuropsychologist as follows:

A Clinical Neuropsychologist is a professional psychologist who applies principles of assessment and intervention based upon the scientific study of human behavior as it relates to normal and abnormal functioning of the central nervous system. The Clinical Neuropsychologist is a doctoral-level psychology provider of diagnostic and intervention services who has demonstrated competence in the application of such principles for human welfare following:

- Successful completion of systematic didactic and experiential training in neuropsychology and neuroscience at a regionally accredited university;
- Two or more years of appropriate supervised training applying neuropsychological service in a clinical setting;
- Licensing and concentration to provide psychological services to the public by the laws of the state or province in which he or she lives; and
- Review by one's peers as a test of these competencies.

The Concentration/Certificate in Clinical Neuropsychology was developed following the guidelines set forth by Division 40 of the American Psychological

Association. Its requirements are continually under examination and revisions are expected.

The Concentration/Certificate is designed to provide doctoral students with the opportunity to develop a solid competence and proficiency in clinical neuropsychology. For Adler School's doctoral students, completion of the Concentration in Clinical Neuropsychology, in conjunction with the Psy.D. in Clinical Psychology, prepares graduates to complete advanced work (i.e., postdoctoral fellowship), leading to careers in clinical neuropsychology and to board certification. Note that a year of post-doctoral training is required for licensure as a psychologist in most states and provinces. In addition, graduates are expected to continue training on a post-doctoral level and to acquire additional supervised clinical experience to increase both general and subspecialty neuropsychology competencies. Current national guidelines recommend that students complete a two-year post-doctoral residency in neuropsychology following the completion of this program. Licensed clinical psychologists admitted to the program will receive a Concentration in Clinical Neuropsychology.

Minimum Admission Requirements—Matriculating Adler School Students

Students who have completed the requisite assessment sequence (627, 628 and 624), Biological Bases of Behavior (636) and a course of Biopsychosocial Bases of Health and Dysfunction (648 or 649) are eligible to take Beginning Neuropsychological Assessment (720) as an advanced assessment elective. Following successful completion of this course (i.e., grade of B or higher) and both the therapy (614-616) and clinical assessment (611-613) practica, students interested in obtaining the Concentration in Clinical Neuropsychology may then pursue its remaining course requirements and completion of an advanced practicum and practicum seminar in clinical neuropsychological assessment.

Minimum Admission Requirements—Outside Professionals

Applicants to this program must have:

- Licensure as a clinical psychologist, or a related health care license.

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

Concentration/Certificate Requirements

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

700	Doctoral Internship* (2,000 clock hours)	0 cr.
720	Beginning Neuropsychological Assessment	3 cr.
721	Intermediate Neuropsychological Assessment	3 cr.
722	Practicum Seminar in Neuropsychology I	1 cr.
723	Advanced Neuropsychological Assessment	3 cr.
724	Practicum Seminar in Neuropsychology II	1 cr.
725	Neuropsychological Intervention Techniques	3 cr.
726	Neuropsychology Practicum I: Assessment (400 clock hours minimum)	1 cr.
727	Neuropsychology Practicum II: Assessment (400 clock hours minimum)	1 cr.
728	Pediatric Neuropsychological Assessment	3 cr.

Total Credit Hours: 19

* Doctoral Internship with a focus of at least 50% on neuropsychology.

Although not required, Adler School doctoral students who are completing this concentration program are highly encouraged to carry out a dissertation that is primarily neuropsychological in nature.

In addition to the neuropsychology courses listed above, other related elective courses are offered intermittently, on such topics as psychological and medical aspects of head trauma, assessing memory and amnesic disorders, ADHD seminar, and the Halstead-Reitan Battery.

Graduation Requirements

1. Satisfactory completion of 19 credit hours, including all required courses.
2. Satisfactory completion of 800 clock hours of clinical neuropsychological assessment practicum with ancillary seminars.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C."
4. Satisfactory completion of a 2,000 hour doctoral internship with a focus of at least 50% on neuropsychology.
5. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.

6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Concentration in Clinical Neuropsychology.

Concentration/Certificate in Group Psychotherapy

The innovative Certificate in Group Psychotherapy program is designed to provide students with an opportunity to explore and expand professional and personal capabilities. The program incorporates theory and technique in group therapy development of the therapist's style, and the applications of group therapy methods to resolving conflict and addressing social issues. The central goal is to increase students' effectiveness and creativity in therapeutic interactions by helping them experience and understand the use of self in the psychotherapeutic process. This program provides an intensive opportunity to develop, maintain, and enhance competence and self-confidence in group psychotherapy, including the application of group therapy theory and methods to group conflict. Integration of personal and professional development is a primary objective, encouraging more effective and creative relationships within the group setting.

Fundamental to the philosophical basis of this program is the belief that individuals and groups have the capacity to be healthy and adaptive. If left to develop its own structure, a group eventually will reflect a collection of each member's typical and historical interpersonal relationships. Once emerged, that structure allows members to explore and learn from their own history.

A Concentration in Group Psychotherapy is awarded to students enrolled in a degree program at the School. A Certificate is awarded to outside professionals.

Minimum Admission Requirements

- Graduate standing in a master's or doctoral program in psychology or a related field or licensure as a social worker, psychologist, physician, nurse (RN), or clinical professional counselor.

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

Certificate Requirements

The following courses are required for this certificate. In addition, students

in this program should consult with the Program Coordinator to develop an individualized course of study.

337	Group Therapy
707	Advanced Group Therapy
770	Advanced Group Interventions: Conflict Resolution

Total Credit Hours: 12

Graduation Requirements

1. Satisfactory completion of 12 credit hours, including all required courses.
2. A cumulative grade point average of 3.0 or higher and no more than one grade of "C."
3. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
4. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Group Psychotherapy.

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

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

An additional competency area that completes the education and training model in the doctoral program is unique to the Adler School. This is focused training in the theories and methods of Alfred Adler. This focused training provides students with a strong and thorough grounding in a particular theory and method of psychology that forms of foundation for other theoretical perspectives offered in the doctoral program.

The program is fully accredited by the American Psychological Association and meets the requirements of the National Register of Health Care Providers in Psychology and state licensure guidelines.

Admission Requirements

Applicants to the Psy.D. program must have a baccalaureate degree earned from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent academic degree from a foreign college or university. Applicants should have a grade point average of 3.25 or higher on a 4.0 scale for all undergraduate and graduate course work. The Graduate Record Examination or Miller Analogies Test scores are not required; however, applicants who have taken either of these exams can submit their scores for consideration with other application materials. Applicants must have at least 18 semester credit hours in psychology with grades of "C" or better. Minimum required courses include introductory or general psychology, personality theory, abnormal psychology, and research methods.

Practicum or work experience in psychology or a related field is highly desirable and is considered in the evaluation of applicants. Applicants who have a record of commitment to and experiences in community service nationally and/or abroad are particularly invited to apply for the doctoral program.

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

Review of Applications

The priority application deadline for the Fall Term is February 15th. However, applications for admission to the Psy.D. program may be accepted throughout the year. Successful applicants who submit all required materials by the priority deadline for the Fall Term, and have completed the interview portion of their application, will be notified in writing of acceptance their by April 1st.

Accepted students must notify the Office of Admissions in writing by April 15 of their intent to matriculate. Space permitting, late applications are accepted subject to the Council of Graduate Departments of Psychology (COGDOP) criteria which state that any acceptance given or left in force after April 15 commits students not to solicit or accept an offer from the Adler School without first obtaining a written release from the institution to which a commitment has already been made. Priority deadline for the Spring term is November 1st.

Applications that are received after the priority deadline, may be reviewed continuously on a rolling basis. Notification of admission decisions will be mailed to students within 2 weeks of the final review by the Admissions Committee.

Length of Program

The doctoral program may be completed in five years. Full-time students (ten credit hours or more per term) should plan to spend three to four years in course work and practicum experience followed by a one-year full-time or two-year half-time internship. Students are required to enroll full time in order to complete the program in a timely fashion. However, half-time study is permitted based upon approval of the student's faculty advisor. Due to the demands of study and clinical training, students should limit employment while completing the program. Adherence to the satisfactory progress policy described in the section on general academic policies is required of all students and essential to timely completion of all program requirements.

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

Time to Completion

The maximum time permitted for a student to complete all requirements for the Psy.D. degree is 7 years from the date of first registration following admission to the program. Students are expected to complete the program within two years of completing the internship. Failure to do so may result in administrative withdrawal from the program.

Concentration & M.A. Degree Options

Doctoral students may elect to choose a concentration as part of their doctoral studies that provides education and training in a focal area of study. They may also earn the Master of Arts in Counseling Psychology degree while pursuing the Psy.D. degree. Students can earn these additional credentials by satisfying the admission and graduation requirements for predoctoral concentration areas or the Master of Arts degree as specified in those program sections of this Catalog. Many graduates report that these additional credentials enhanced their value to internship directors and employers. The attainment of the Master of Arts degree has assumed increased importance in recent years for students seeking internships in certain settings that require a graduate

degree for reimbursement of services. Course and practicum requirements for successful completion of a Masters Degree or concentration area vary depending on the training necessary for this additional qualification. As a result, pursuing the M.A. in Counseling Psychology degree or a concentration area in addition to the doctorate typically will result in longer completion times for the doctoral degree. Doctoral graduates may continue in certain concentration areas following graduation.

The concentration areas available to doctoral students include the following:

- Art Therapy
- Marriage & Family Counseling
- Substance Abuse Counseling
- Clinical Hypnosis
- Clinical Neuropsychology
- Group Psychotherapy
- Adlerian Psychotherapy

For requirements for these concentrations, please see the appropriate sections of this catalog.

- Child and Adolescent Psychology
- Primary Care Psychology

Students interested in the above two concentrations are required to take a total of 15 credit hours devoted to the area of study. In order to complete this requirement, doctoral student must use the required courses to satisfy the requirements in the doctoral curriculum for an advanced assessment/therapy elective (3 credits) and general electives (9 credits). Thus, these two concentrations require completion of three credits beyond the 114 required for the doctoral degree. Students who opt for either of these concentrations are required to complete one of their two required practica in a related training setting. They are also required to choose a topic related to the concentration area for their doctoral dissertation.

The Child and Adolescent Psychology concentration is designed for students with an interest in working with these populations. Required courses provide students with knowledge and skills pertinent to issues of health and dysfunction with children and adolescents; assessment and intervention methods appropriate to these types of clients; and the broader structural and sociocultural factors that impact on their well being. The courses necessary for completion of this concentration are the following:

- 338 Child & Adolescent Psychotherapy
- 644 Child & Adolescent Health & Dysfunction
- 683 Advanced Child & Adolescent Assessment
- 684 Systemic Interventions with Children & Adolescents

Elective menu (Choose one of the following):

- 450 Child & Adolescent Development and Art Therapy
- 652 Life Cycle & Cultural Issues in Marriage & Family Therapy
- 704 Advanced Child & Adolescent Psychotherapy

The Primary Care Psychology concentration is designed for students interested in the integration of psychology and behavioral medicine with a particular focus in working in primary care health settings such as hospitals, group practices, HMOs and family practice centers. Required courses provide students with knowledge and skills pertinent to mind/body interaction; the role of behavioral factors in physical well-being; the application of psychological assessment and intervention techniques to acute and chronic illness; and an understanding of the impact of broader structural and systemic factors on physical well-being and health care delivery. The courses necessary for completion of the concentration are the following:

- 735 Mind-Body Health I
- 736 Mind-Body Health II
- 737 Primary Care Psychology

Elective menu (choose two of the following):

- 339 Biofeedback
- 705 Eye Movement Desensitization & Reintegration
- 710 Theories & Techniques of Clinical Hypnosis I
- 739 Mindfulness Meditation

Students interested in choosing a concentration or in adding a Masters degree should contact the Concentration Coordinator or Program Director for further information. Students must complete a form that requires the signature of the Coordinator or Program Director available from the Office of Admissions in order to add a concentration or degree.

Doctoral Scholars Program

The Doctoral Scholars program presents an unusual opportunity for qualified, serious students of superior promise in the field of clinical psychology

to receive instruction, consultation, and supervision from a senior member of the faculty in both individual and small group formats.

Candidates for the program must have completed at least the first year of the doctoral program. Requirements for participation include a high grade point average in graduate course work, self-motivation, and a commitment to scholarly activities under the mentorship of a senior member of the faculty. Interested students should contact the Psy.D. Program Director.

Residency Requirement

A residency requirement must be satisfied following admission to the Psy.D. program. The program requires each student a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the doctoral degree. At least 2 of the 3 academic training years (or the equivalent thereof) must be at the institution from which the doctoral degree is granted, and at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same institution.

Qualifying Examinations

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

The Community Service Capstone Paper requires students to integrate experiences acquired during their Community Service practicum (a requirement of the doctoral program) with theories and research that includes material covered in first year classes including Social Psychology & Individual Differences, Community Psychology & Mental Health, Introduction to Adlerian Psychology and Psychopathology, and Professional Development, Issues & Ethics. This integrative paper involves students providing a critical review of relevant empirical and theoretical literature on a psychological issue related to a community problem encountered at their practicum site as approved by their faculty advisor. The goal of this capstone paper is to assess the ability of students to integrate course material and material derived from their literature review to the analysis of a community problem and methods of intervening to alleviate that problem. Students are expected to register for this requirement upon completion of one-year full time matriculation or the completion of 51

credit hours whichever comes first. The Community Service Practicum must also be completed prior to engaging in the capstone task. Students will have 30 days from the time their topic is approved to completed and submit this capstone paper.

Students who fail the Community Service Qualifying Examination may be referred to their advisor or the Student Comprehensive Evaluation Committee for review, depending on the nature of the failure. A determination will be made of whether and what type of remedial measures are needed to assist the student in addressing areas of deficiency and successfully passing the examination a second time. Students who fail this examination a second time are subject to administrative withdrawal from the doctoral program.

The next two qualifying examinations are clinical-competency based and patterned after the type of examination used post-doctoral degree to earn board certification. In both examinations, students are required to synthesize and integrate clinical data from a range of sources to develop a clinical formulation and treatment plan, using theories and methods acquired in the classroom and at practica. The first of these examinations, the Doctoral Clinical Qualifying Examination-Assessment Competency, consists of a comprehensive psychological report on an individual case integrating assessment material, social history, diagnosis, treatment plan; a paper integrating research with a pertinent clinical issue posed by the case; a formulation of the case based on Adlerian theory and methods; and a discussion of the impact of social issues on a pertinent clinical issue. Students must register and submit their material for this examination no later than the last day of the spring term during which they are completing their doctoral assessment practicum. Students submit the required written material for the examination to the Examination Coordinator who then assigns it to a Core Faculty member for review. Following faculty review of the submitted materials, students present the case orally to the faculty member who examines students on relevant issues to assess the student on the competency areas pertinent to the examination. The prerequisite for the Doctoral Clinical Qualifying Examination-Assessment Competency is successful completion of the first two terms of the doctoral assessment practicum and approval of the Exam Coordinator. Students must successfully pass this examination in order proceed to their next practicum.

The second clinical competency examination is the Doctoral Clinical Qualifying Examination—Intervention Competency. Its format and intent is similar to the previous examination with the focus being on a sample of a therapeutic intervention conducted with a client. The student is required to submit a written case formulation and treatment plan along with an audio taped/videotaped therapy session; a paper integrating research with a pertinent clinical issue posed by the case; a formulation of the case based on

Adlerian theory and methods; and a discussion of the impact of social issues on a pertinent clinical issue. Students must register and submit their material for the examination no later than the last day of the spring term during which they are completing their doctoral intervention practicum. Students must again submit required material to the Examination Coordinator who then assigns it to a Core Faculty member for review. Following faculty review of the submitted materials, students present the case orally to the faculty member who examines students on relevant issues to assess the student on the competency areas pertinent to the examination. The prerequisite to take this examination is the successful completion of the assessment practicum and Doctoral Clinical Qualifying Examination—Assessment Competency, and successful completion of the first two terms of the student's intervention practicum. Students must successfully pass this examination in order to receive approval to submit application materials to internship sites from the Director of Training and Community Service.

In the unusual instance that a student plans to complete the Psy.D. degree within four years and plans to apply for internship during their therapy practicum year, students will need to submit material for the Doctoral Clinical Qualifying Examination—Intervention Competency by October 1st in the academic year in which they intend to apply for internship. If the student passes the examination, he/she will obtain approval from the Director of Training and Community Service to submit their application materials to Internship sites.

Students may use the same client for both of the Clinical Qualifying Examinations. They may not, however, use the same client submitted for the Masters Clinical Qualifying Examination. If they chose to use the same client when permitted, they need to submit material for the Adlerian theory and methods and socially responsible practice requirements in the Assessment examination taken first. Students who chose to complete their two Clinical Qualifying Examinations using two different clients will need to complete the Adlerian theory and methods, socially responsible practice, and integration of science and practice in both parts. The Integration of science and practice requirement needs to be completed for both Clinical Qualifying Examinations, regardless of whether the student uses the same client or not.

The Doctoral level Clinical Qualifying Exam (CQE) is a capstone experience that allows faculty to evaluate students' readiness for internship and ability to proceed in the program. Students are permitted and encouraged to take a preparatory class for the CQE prior to submitting it to faculty for formal review. However, students may not present their CQE case in seminars. In order to receive a "Fail" grade on the CQE, students must demonstrate significant problems in several areas of knowledge, skills, and/or values as measured by

this exam. Students who receive a "Fail" grade on this capstone task will need comprehensive guidance and direction in preparing to re-take the exam in the future. Failure of the CQE requires a review of a student's academic and clinical readiness for internship and preparedness to proceed in the program. As a part of this process, students who fail the CQE will be referred to the Student Comprehensive Evaluation Committee (SCEC). The SCEC will review the student's academic and training file, consult with the student's advisor, meet with the student, and determine a comprehensive remediation plan to assist the student in retaking the CQE. The remediation plan will also outline the timeframe and tasks to complete prior to being approved to take the CQE again. The remediation plan and timeline will be forwarded to the Psy.D. Program Director for review and final approval. A copy of the remediation plan and subsequent documentation indicating completion of the remediation plan will be placed in the student's academic file. A handbook on the two Clinical Qualifying Examinations is available to students online at the school's web site.

Students must register for a qualifying examination during the term in which they wish to take it. In order to do so, they must complete a petition form to register for the examination and submit this with their registration material. The Registrar's office will conduct an audit on students applying for the examination to insure that they have the necessary requirements. Students who do not have the requirements will have their petition denied. Students are expected to take the examination during the term for which they have registered. If they fail to do so, they must re-submit the petition form with their registration in a different term and again pay the fee for the examination. Fees paid for examinations that are not taken by a student or failed by a student are not refunded.

Practicum

An integral part of the doctoral program is the acquisition of practical skills gained in field placements. Ongoing involvement in community service and clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Students then complete clinical training that focuses first on developing skills and providing experience in psychological assessment and second on developing skills related to intervention/treatment. Because the focus is on integrating doctoral level education with licensed doctoral-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere or in a previously

completed Adler M.A. program. Students must successfully complete course pre-requisites prior to being approved to begin their first practicum.

First year doctoral students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site and must concurrently enroll in required coursework. A minimum of 180-200 clock hours of Community Service Practicum is required in the first year of the program. Second and third year doctoral students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum total of 1,200 clock hours of clinical practica is required. Most doctoral students complete more than the minimum number of hours prior to beginning their internship. Students may elect to complete an advanced practicum during their fourth year of study to obtain additional specialized or in-depth training to strengthen their learning experience. Advanced practicum students must complete a minimum of 600 clock hours of practicum over the course of at least nine months at an approved practicum site, and must concurrently enroll in Practicum Seminars throughout the training year.

The Director and Associate Director of Training and Community Service works in collaboration with students in identifying clinical experiences which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Scholar 360, for detailed information.

Internship

An important portion of the Psy.D. program is devoted to a 2,000 clock hour internship at an approved site over a 12 month (full-time) or 24 month (half-time) period. The internship is designed to provide intensive advanced clinical training building upon course work, practicum experiences, and clinical supervision. Because the internship is an essential component of the Psy.D. program, it can never be waived. Students who do not successfully complete the internship are subject to dismissal from the School.

Students must successfully complete all doctoral program requirements prior to beginning an internship. Students entering the Psy.D. program prior to Fall 2004 are required to have their dissertation proposal completed and approved by their committee prior to beginning their internship. The Director Training and Community Service works closely with students to assess readiness to apply for, accept, and begin internship, and to identify appropriate internship sites. All students are required to participate in the APPIC Match process for internship placement. Students are encouraged to apply to the school's clinic, Dreikurs Psychological Services Center, which participates in the

APPIC Match program. Students entering the Psy.D. program during or following Fall 2004 must have their dissertation completed and approved by their committee prior to September 15th during the year of application for internship.

The Internship Handbook, available on Scholar 360, provides specific information regarding internship requirements.

Doctoral Dissertation

The Doctoral Dissertation is the culmination of the students' academic experience and clinical training. Students may identify an interest, conduct preliminary work - such as reading - in the area of interest, and consult with faculty regarding a possible topic at any time during the program and are encouraged to do so as early as possible. Course 696 Doctoral Dissertation Preparation Seminar is a required non-credit course in the curriculum that provides assistance to students in understanding the dissertation process and developing a dissertation topic. Students must successfully complete the Community Service Capstone Paper, the Research Methods course, the Statistics course, and course 696 before registering for the Dissertation Proposal and formally beginning work on the dissertation. Students may select a dissertation topic of historical, theoretical, clinical, social, or philosophical interest that will make a contribution to the field of clinical psychology. While students typically choose to undertake an empirically-based dissertation, they are permitted to do a clinical case study or theoretically based dissertation that satisfies the requirements of scholarship and rigor with the approval of their faculty chairperson.

One of the most important phases in preparation of the dissertation is writing the dissertation proposal. Registration for Course 697, Doctoral Dissertation Proposal (1 credit hour), is the first formal step. Students are expected to complete a proposal to the satisfaction of their dissertation committee and to pass an oral defense of the proposal. If the proposal is not completed and defended during the term of registration in Course 697, students must register for Course 695 Doctoral Dissertation Proposal—Continued in subsequent term(s) for zero credit hours and pay the required fee. Students have three terms (one year) from initial registration for Course 697 to complete the dissertation proposal. Failure to produce an approved proposal within one year will result in referral to the Student Comprehensive Evaluation Committee. The completion of the Doctoral Dissertation Proposal is a requirement for students prior to initiating the process of applying for internship. Students applying for internship are expected to make adequate progress on their dissertation (See Internship Handbook available on Scholar 360 for further detail).

Completion of the Doctoral Dissertation and Oral Defense requires students to demonstrate the ability to evaluate, synthesize, integrate, and apply relevant psychological research and practice culminating in a scholarly paper of publishable quality. Although the Oral Defense is focused on the Doctoral Dissertation, it may include areas such as research theory and design, professional psychology, clinical knowledge, and other psychology-related topics and issues.

Dissertation students must meet requirements specified in the edition of the Dissertation Handbook that is current at the time they are registered for Course 697. The School reserves the right to require students to meet any new dissertation requirements when students take longer than two years from the time of registration in Course 697 to complete the dissertation.

Students must register for Doctoral Dissertation (Course 901) within three consecutive terms after approval of their dissertation proposal or in any term in which they are actively working on their dissertation with their committee members. Once students register for dissertation, they must continue registering for three consecutive terms (901, 902, 903). Students completing their internship may be waived of this requirement with the permission of their dissertation chairperson and the Director of Training and Community Service. Such permission will only be granted if the student is not actively engaged in working on their dissertation with the chair and/or any member of their dissertation committee. In those instances where permission is granted, students must register for a total of three terms of dissertation. Students who have failed to complete their dissertation after registering for three terms are required to register for 065 Doctoral Dissertation Continuation until they are approved for the Oral Defense. Students receive a grade of In Progress for any term in which they are making satisfactory progress on their dissertation and a grade of No Progress when they are failing to complete the project in a timely manner. Any student who has received three consecutive grades of NP for either Dissertation Proposal or Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation proposal or dissertation, a grade of CR (Credit) will be issued and all prior grades of NP and IP will be changed to Credit. Failure to complete the dissertation within two years of completing the internship may result in administrative dismissal from the Psy.D. program.

Degree Requirements

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

recommended course sequence may result in longer time to completion of the degree. Students admitted in the Spring term are required to follow a modification of the course sequence and, as a consequence, will take longer to complete their degree requirements.

*	200	Professional Development Seminar I	1 cr.
*	201	Professional Development Seminar II	1 cr.
*	202	Community Service Practicum I	1 cr.
*	203	Community Service Practicum II	1 cr.
	350	Community Psychology & Mental Health	3 cr.
*	402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
	431	Child Guidance & Parenting	1 cr.
	432	Child Guidance & Parenting Group Supervision	1 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Intervention & Assessment Skills	3 cr.
	497	Research Methods	3 cr.
*	505	Professional Development, Issues & Ethics	3 cr.
	514	Life Style Assessment & Diagnosis	3 cr.
	523	Adlerian Approaches to Individual & Family Therapy	3 cr.
	601	Psy.D. Practicum Seminar I	1 cr.
	602	Psy.D. Practicum Seminar II	1 cr.
	603	Psy.D. Practicum Seminar III	1 cr.
	604	Psy.D. Practicum Seminar IV	1 cr.
	605	Psy.D. Practicum Seminar V	1 cr.
	606	Psy.D. Practicum Seminar VI	1 cr.
	611	Psy.D. Practicum I	1 cr.
	612	Psy.D. Practicum II	1 cr.
	613	Psy.D. Practicum III	1 cr.
	614	Psy.D. Practicum IV	1 cr.
	615	Psy.D. Practicum V	1 cr.
	616	Psy.D. Practicum VI	1 cr.
*	623	Life Span Development	3 cr.
*	624	Integrative Assessment	3 cr.
*	627	Assessment I: Cognitive & Intellectual Assessment	3 cr.
*	628	Assessment II: Personality Assessment	3 cr.
	632	Cognitive-Affective Bases of Behavior	3 cr.
	634	History & Systems	3 cr.
	636	Biological Bases of Behavior	3 cr.
	637	Statistics	3 cr.
*	641	Social Psychology & Individual Differences	3 cr.
*	648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.
*	649	Biopsychosocial Bases of Health & Dysfunction II	3 cr.
	671	Structural & Sociocultural Bases of Health & Dysfunction	3 cr.

676	Global & Cross-Cultural Perspectives on Health & Dysfunction	3 cr.
690	Supervision & Consultation	3 cr.
691	Public Policy, Advocacy & Social Change	3 cr.
692	Psychologists in Management & Administration	3 cr.
696	Doctoral Dissertation Preparation Seminar	0 cr.
697	Doctoral Dissertation Proposal (Note previously was 1 cr.)	0 cr.
740	Doctoral Internship-Full Time	0 cr.
741	Doctoral Internship-Full Time	0 cr.
742	Doctoral Internship-Full Time	0 cr.
	OR	
743	Doctoral Internship-Half Time	0 cr.
744	Doctoral Internship-Half Time	0 cr.
745	Doctoral Internship-Half Time	0 cr.
746	Doctoral Internship-Half Time	0 cr.
747	Doctoral Internship-Half Time	0 cr.
748	Doctoral Internship-Half Time	0 cr.
901	Doctoral Dissertation I	0 cr.
902	Doctoral Dissertation II	0 cr.
903	Doctoral Dissertation III	0 cr.
905	Community Service Capstone Paper	0 cr.
990	Doctoral Clinical Qualifying Examination-Assessment Competency	0 cr.
991	Doctoral Clinical Qualifying Examination-Intervention Competency	0 cr.
998	Doctoral Oral Defense Intervention Methods (9 cr.) Three 3 credit courses to be chosen from two menus Advanced Assessment or Advanced Intervention Elective Advanced Diversity Elective (3 cr.) General Electives (9 cr.)	0 cr.

* = Required before beginning practicum

Total Credit Hours: 114

Schedule

Doctoral courses are scheduled during all three terms in an academic year. Classes are offered on weekdays as well as weekends during morning, afternoon and evening hours.

Suggested Course Sequences

YEAR ONE

Fall Term

200	Professional Development Seminar I	1 cr.
402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
472	Basic Intervention & Assessment Skills	3 cr.
623	Life Span Development	3 cr.
627	Assessment I: Cognitive & Intellectual Assessment	3 cr.

Term Credits = 13

Spring Term

201	Professional Development Seminar II	1 cr.
202	Community Service Practicum I	1 cr.
431	Child Guidance & Parenting	1 cr.
514	Life Style Assessment & Diagnosis	3 cr.
628	Assessment II: Personality Assessment	3 cr.
641	Social Psychology & Individual Differences	3 cr.
648	Biopsychosocial Bases of Health & Dysfunction I	3 cr.

Term Credits = 15

Summer Term

203	Community Service Practicum II	1 cr.
350	Community Psychology & Mental Health	3 cr.
505	Professional Development, Issues & Ethics	3 cr.
624	Integrative Assessment	3 cr.
649	Biopsychosocial Bases of Health & Dysfunction	3 cr.

Term Credits = 13

YEAR TWO

Fall Term

497	Research Methods	3 cr.
523	Adlerian Approaches to Individual & Family Therapy	3 cr.
601	Doctoral Practicum Seminar I	1 cr.
611	Doctoral Practicum I	1 cr.
671	Structural & Sociocultural Bases of Health & Dysfunction	3 cr.
696	Doctoral Dissertation Preparation Seminar	0 cr.
905	Community Service Capstone Paper	0 cr.
	Advanced Diversity Elective (3 cr.)	

Term Credits = 14

Spring Term

051	Preparation for the Doctoral Clinical Qualifying Exam	0 cr.
432	Child Guidance & Parenting Supervision	1 cr.
602	Doctoral Practicum Seminar II	1 cr.
612	Doctoral Practicum II	1 cr.
636	Biological Bases of Behavior	3 cr.
637	Statistics	3 cr.
	Intervention Elective Choice (3 cr.)	

Term Credits = 12

Summer Term

438	Introduction to Addictive Disorders	3 cr.
603	Doctoral Practicum Seminar III	1 cr.
613	Doctoral Practicum III	1 cr.
697	Doctoral Dissertation Proposal	0 cr.
990	Doctoral Clinical Qualifying Examination-Assessment	0 cr.
	Intervention Elective Choice (3 cr.)	
	Intervention Elective Choice (3 cr.)	
	Advanced Assessment or Intervention Elective (3 cr.)	

Term Credits = 14

YEAR THREE

Fall Term

604	Doctoral Practicum Seminar IV	1 cr.
614	Doctoral Practicum IV	1 cr.
634	History & Systems	3 cr.
690	Supervision & Consultation	3 cr.
901	Doctoral Dissertation	0 cr.
991	Doctoral Clinical Qualifying Examination-Intervention	0 cr.
	General Electives (3 cr.)	

Term Credits = 11

Spring Term

605	Practicum Seminar V	1 cr.
615	Doctoral Practicum V	1 cr.
632	Cognitive & Affective Bases of Behavior	3 cr.
676	Global & Cross-Cultural Perspectives on Health & Dysfunction	3 cr.
691	Public Policy, Advocacy & Social Change	3 cr.
902	Doctoral Dissertation	0 cr.

Term Credits = 11

Summer Term

606	Doctoral Practicum Seminar VI	1 cr.
616	Doctoral Practicum VI	1 cr.
692	Psychologists in Management & Administration	3 cr.
903	Doctoral Dissertation	0 cr.
	General Electives (6 cr.)	

Term Credits = 11**YEAR FOUR****Fall Term**

740	Doctoral Internship	0 cr.
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Term Credits = 0**Spring Term**

741	Doctoral Internship	0 cr.
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Term Credits = 0**Summer Term**

742	Doctoral Internship	0 cr.
998	Doctoral Oral Defense	0 cr.

Term Credits = 0**Total Credit Hours: 114****Graduation Requirements**

1. Satisfactory completion of 114 credit hours, including all required courses.
2. Satisfactory completion of 1,200 minimum hours of clinical practicum.
3. Satisfactory completion of 200 minimum clock hours of community service practicum.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
5. Fulfillment of the Residency Requirement.
6. Successful completion of all qualifying examinations.
7. Successful completion of a Doctoral Dissertation and Oral Defense.
8. Satisfactory completion of an approved Internship.
9. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
10. Recommendation by the Faculty to the Board of Trustees for the conferral of the Doctor of Psychology in Clinical Psychology.

Course Descriptions

Overview

A description of regularly offered courses appears on the following pages. The Adler School reserves the rights to withdraw, modify, or add to the courses it offers at any time. Course offerings are continually under examination, and revisions are to be expected from time to time.

COURSE DESCRIPTIONS

001 Student Orientation 0 Credits

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

020 Basic Professional Writing 0 Credits

This course is designed to evaluate students' baseline writing skills and organizational ability, to support and develop writing strengths, and to provide the student with tools to increase the clarity and professionalism of his or her writing.

021 Intermediate Professional Writing 0 Credits

This intermediate level course goes beyond basic skills in assessing students' writing abilities, and helps students develop better understanding of and greater facility with the use of conceptual elements and structures that comprise effective writing in a variety of professional applications.

030 Advanced General Psychology 0 Credits

This non-credit graduate course reviews major psychological theories and research. Subject matter presented in this course is prerequisite for admission into all degree and certificate programs. Students may use this course to fulfill the undergraduate requirement.

040 Advanced Abnormal Psychology 0 Credits

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

research & program development, neighborhood development, and advocacy work. Students may not complete this requirement at their place of employment. May not be transferred or waived.

334 Psychodynamic Approaches to Intervention 3 Credits
Prerequisites: 472, 520 (M.A. students only). This course is designed to provide critical examination of theory and techniques in psychodynamic models of psychotherapy (i.e., late Ego Psychology, traditional Object Relations, Self Psychology, Interpersonal psychotherapy) that focus on intrapsychic dynamics in the conceptualization of psychopathology and the treatment process. Contemporary versions that offer an understanding of diversity, including the role of culture, race, gender, and sexual orientation will be covered.

335 Cognitive-Behavioral Approaches to Intervention 3 Credits
Prerequisites: 472, 520 (M.A. students only). This course will focus on the analysis of the relationship between thoughts, feelings, and behaviors, and how to intervene to help clients. Experiential exercises, such as role-play and self-treatment projects, will facilitate student learning. The course will focus on outpatient populations with depression, anxiety, and other common psychological disorders. By the end of the class, students will have tangible skills to help clients to think more positively, feel better, and change their behaviors.

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

337 Group Psychotherapy 3 Credits
Prerequisites: 472, 520 (M.A. students only). The history, theory, methods, and applications of group psychotherapy are examined, discussed, and demonstrated. The development of competency in group methods is enhanced through didactic presentation, role-playing, and participation in an ongoing group. The class meets as a group in an unstructured format. Students process their experiences in the here and now. The aim is to help students become more comfortable with themselves, and therefore learn to relate more effectively and creatively in the group setting.

338 Child & Adolescent Psychotherapy 3 Credits

Prerequisites: 472, 623, 520 (M.A. students only). The purpose of this course is to provide a conceptual framework for interventions with adolescents and children. The course will focus on interventions and research targeting the major psychological disorders of childhood and adolescence, including ADHD, conduct disorders, anxiety disorders, depression, trauma-based disorders, adjustment disorders, eating disorders, and developmental disorders. Interventions which impact the biological, familial, environmental, and socio-cultural factors which maintain the child's problematic functioning will be emphasized. The importance of addressing individual differences and diversity in treatment, intervention and prevention efforts as well as the increased responsibility of clinicians working with children and adolescents is stressed.

339 Biofeedback 3 Credits

Prerequisites: 472, 520 (M.A. students only). This class presents the theory and application of applied psychophysiology (biofeedback) as it is practiced today within mind/body medicine. A review of the components of the autonomic and central nervous system underlying common used psychophysiological measures (EEG, EMG, HR, etc.) will be presented. The class will examine common applications of biofeedback and the evidence of its efficacy to specific disorders. The class will examine common psychophysiological assessment procedures, personality testing, and interview techniques employed in deciding upon the proper treatment methods for each client. The historical, cultural, philosophical, and spiritual contexts of biofeedback practice will also be examined to discuss important diversity related considerations in treatment planning.

344 Historical & Theoretical Perspectives of Art Therapy 3 Credits

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

345 Assessment, Diagnosis, & Treatment Planning 3 Credits
in Art Therapy

This course introduces purpose (functions), issues, and process of clinical art therapy assessment, diagnosis and treatment planning. History, information and skills of art therapy assessments, psychological diagnosis and treatment planning are presented. The main categories of art therapy assessment, the tools of report preparation and treatment planning are addressed with attention to the influences of diverse cultural values, beliefs and practices. Experiential art activities, lectures, and regular written assignment offer the primary means of learning for this course.

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

Prerequisite: 438. Major theories of etiology, social dynamics, and psychology of alcohol and other drug disorders are presented within the context of human development. Clinical research is reviewed which enhances a further understanding of the basic physiological, psychological, social and spiritual aspects. Impact on the individual, family, community, and organizations/systems is presented. Considerations for how these disorders apply to special populations such as people of color, GLBT persons, ethnic-multicultural populations, the economically disadvantaged, the oppressed, veterans, children & adolescents, women, and HIV-positive clients are discussed.

437 Treatment of Addictive Disorders 3 Credits

Prerequisite: 438. This course will focus on the core functions of the alcohol and other drug counselor. Clinical concepts, terminology, and treatment modalities including group, individual, couple, and family counseling techniques are reviewed. The importance of the clinical continuum of care is discussed with additional emphasis on prevention, intervention, treatment and aftercare. Other topics relevant to the ATOD counselor from the treatment perspective, ethical practices, and legal aspects are presented.

438 Introduction to Addictive Disorders 3 Credits

This course is designed to provide an introduction to alcoholism, substance abuse, and other addictive disorders. Included is an overview of the information needed to assess along with the treatment models of addictive disorders, and provide the tool to be able to recognize the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and the mentally ill substance abusers (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historic development of alcohol and other drug usage, self help groups, and treatment delivery systems.

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

Prerequisites: 611-613 or M.A. program practicum 506-507 or 480-481 or 585-586 or 664-664, Approval of Program Coordinator and Direct of Training and Community Service, concurrent with practicum seminar 447-448. Students are involved in an approved field placement experience to integrate knowledge and skills in a clinical setting. Students are required to spend 300 clock hours per practicum (a minimum of 700 total clock hours) in a supervised field experience.

447-448 M.A. Practicum Seminar in Substance Abuse Counseling I-II 1 Credit per term

Prerequisite: Concurrent with Practica (445 & 446). This course is designed to develop alcohol and other drug counseling skills concurrent with practicum field experiences. A group supervision model provides the student with the opportunity to apply previously learned concepts while working in an outside field experience. Emphasis is on written and oral case presentations in the areas of counseling skills, intake assessment, treatment planning and case management. Students are expected to recognize professional and legal considerations relevant to ethics, confidentiality, working with referral sources, special populations, treatment options, and models of alcohol and drug counseling.

450 Lifespan Development in Art Therapy 3 Credits

This course presents theories of psychological development and graphic development that provide models for understanding human behavior across the lifespan. Art therapy perspectives and interventions are presented through readings, lectures, art making activities, and class discussion.

451 Sociocultural and Multicultural Approaches in Art Therapy 3 Credits

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

452 Theories & Methods of Intervention in Art Therapy I: Families and Older Adults 3 Credits

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

453 Theories & Methods of Intervention in Art Therapy II 3 Credits

Through readings, class presentations and discussions, and art making activities, this course provides information and skills-building exercises on the trauma spectrum, loss and grief, and effects of trauma on diverse populations of children and adults.

466 Studio Art for Art Therapists 3 Credits

This course is a studio class to gain skills, develop visual art techniques and explore personal creativity.

467-468 M.A. Practicum Seminar in Art Therapy I & II 1 Credit per term

Required: Concurrent with 480-481. In a group consultation model, this course provides 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.

472 Basic Intervention & Assessment Skills 3 Credits

Upholding the complementary relationship between assessment and intervention, this course is designed to provide students with the foundational knowledge and skills necessary for entry-level clinical practice. In the area of intervention, the course familiarizes students with the essential elements of the psychotherapeutic relationship, common factors in 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, risk assessment and the DSM-IV-TR multi-axial approach to diagnosis. Students also learn about informed consent, confidentiality and the importance of clinical documentation, while solidifying their ability to compose cogent assessment reports and treatment plans.

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

Required: concurrent with M.A. Practicum Seminar (467-468), consent of Program Director, completion of a minimum of 24 credit hours (as listed under **Degree Requirements**), and consent of Director of Clinical Training. This clinical practicum in an approved agency or institution requires 700 hours onsite with, at least, 350 hours in direct client contact.

495 Research in Counselling Psychology 3 Credits
(Vancouver campus only)

(Prerequisite: Undergraduate course in Research Methods). This course discusses the assumptions and methods of a range of research designs used in counseling psychology research. A critical assessment is provided of the strengths and weaknesses of different research methods and their application to the study of problems in the field of counseling psychology. Students are expected to conduct an extensive review of psychological literature and research from the field and prepare a major research paper in an area of special interest. Preparation of a research proposal is intended to assist students in their eventual completion of the Master's Thesis.

495 Preparation for the M.A. Thesis 1 Credit
(Vancouver campus only)

(Prerequisite: 495). Students are required to take this course prior to registering for 501 M.A. Thesis. The purpose of this course is to review with students policies and procedures pertinent to completion of a thesis as a degree program requirement. The course instructor will assist students in selecting and/or refining an appropriate topic for empirical study, identifying a faculty member to serve as their thesis advisor, and develop a research proposal that will form the foundation for their final thesis.

497 Research Methods 3 Credits
(Chicago campus only)

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

499 Independent Study 1-3 Credits

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

500 M.A. Thesis 3 Credits
(Chicago campus only)

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

501 M.A. Thesis 3 Credits
(Vancouver campus only)

(Prerequisites: Courses 495 and 496.) The M.A. Thesis is a student-directed study conducted in consultation with an approved faculty member of a topic of

empirical study relevant to the theory and practice of counseling psychology. The thesis is an important capstone task (a culmination or highest point) for student's demonstration of the integration of science and practice and the critical thinking skills required for the ethical and professional practice of counseling psychology. Students are required to complete a scholarly paper of publishable quality in accordance with Adler School guidelines, Canadian Psychological Association, and American Psychological Association standards.

502-503 M.A. Practicum Seminar I-II 1 Credit per term
(Chicago campus only)

Prerequisite: Concurrent with Practica (506-507). Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling.

505 Professional Development, Issues & Ethics 3 Credits

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

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

Prerequisites: Concurrent with M.A. Practicum Seminar (502-503); completion of a minimum of 24 credit hours of course work, including 200, 201, 202, 203, 472, 505, 520, 641, and either 649 or 649; & permission of the Director of Training and Community Service. This may not be transferred or waived.

508-509 M.A. Practicum Seminar I-II 2 Credits per term
(Vancouver campus only)

Prerequisite: Concurrent with Practica (506-507). Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling.

514 Life Style Assessment & Diagnosis 3 Credits

Prerequisite: 402. This course focuses on the principles of the fundamental Adlerian appraisal process. The range of assessment styles is discussed with an emphasis on making the process a reliable and replicable tool in the cache of the IP practitioner. This course emphasizes the family constellation and early recollections and their meaning, significance, and usefulness in helping to gain an understanding of the client's unique patterned response to life, i.e., the life style. The early social milieu in which the individual develops fundamental attitudes is discussed along with how the level of one's social interest impacts the individual's subjective view of self, others and the world.

520 Theories of Psychotherapy 3 Credits

This course presents an examination and analysis of the major theories, principles, and techniques of psychotherapy. Approaches presented include Freudian, Rogerian, Jungian, Adlerian, existential, humanistic, rational-emotive, and cognitive-behavioral therapies. The influence of sociocultural and historical factors on the development of theories is examined.

523 Adlerian Approaches to Individual & Family Therapy 3 Credits

Prerequisite: 402. This course presents the practical application of Adlerian approaches to psychotherapy with specific emphasis on interventions for individuals and families in a multicultural society. Particular emphasis is placed on the respective roles of the therapist and the client throughout the process of the four stages of therapy. Basic Adlerian therapeutic techniques are offered in both individual and family therapy. Interventions that are empirically based, best practices are analyzed from an Adlerian perspective. Emphasis is placed on solution-focused interventions, the cultivation of self-storying and dynamics of responsibility. Current research and recommendations for contemporary individual and family problems are discussed as is the use of self-help literature and groups.

569 Life Style & Career Development 3 Credits

Prerequisite: 472. Basic Assessment & Intervention, undergraduate Theories of Personality. This course will examine a person's career trajectory and dynamics within the context of the life style. Students will learn to assess career interests, aptitudes, and options. These will be explored as individual and collective sources of work information. Understanding how these are embedded within the life style will allow students to help clients with career decisions and transitions in the broader perspective of total personal development.

571 Foundations in Counseling & Organizational Consulting 3 Credits

This course introduces students to the field of consulting psychology. Attention is paid to clinical applications and corporate practices as well as the integration of the two. Societies, organizations, and professional groups are explored as sources for professional exposure and development.

574 Principles of Industrial/Organizational Psychology 3 Credits

This course covers organizational management with respect to human behavior in the workplace. Current developments in the behavior sciences as they apply to the business organization are stressed. Concepts emphasized in the course include individual and group dynamics, motivation, leadership, ethics, power, conflict resolution, decision-making, and stress management.

575 Executive Coaching/Consulting & Leadership Development 3 Credits

This course addresses the principles of identifying and developing leadership potential. Both the professional and technical aspects of personality assessment and career development are examined as well as organizational issues of competency modeling succession planning.

580 Organizational Theory & Change Management 3 Credits

This course presents an analytical, in-depth study of key macro- and mid-level organizational theories of structure and design, technology, environmental adaptation, and managerial functions and controls.

584 Organizational Consultation & Group Development 3 Credits

Prerequisite: 580. The major features explored in this course include the intertwining of individual roles and group dynamics; the impact of culture, strategy and design in consultation efforts and methods used in consulting to organizations. Theories, applied analyses, and skill development emphasize the successful introduction of organizational change affecting work units, task groups and individuals. Also practice areas of private clinical practice will be explored. This includes EAP, HMO, fee for service and management consulting.

585 & 589 M.A. Practicum Seminar in Organizational Psychology I and II: Counseling 1 Credit per term

Prerequisite: Concurrent with 587 & 588. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling.

586 M.A. Practicum Seminar in Organizational Psychology: Business 1 Credit

Prerequisite: Concurrent with 590. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of organizational psychology and related business concepts. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling, consultation and business practices.

587 & 590 Organizational Psychology Practicum I &II: Counseling 1 Credit per term

Prerequisites: Completion of a minimum of 20 credit hours of coursework including 200, 201, 202, 203, 472, 505, 520 641; and either 648 or 649; permission of the Director of Training and Community Service; & concurrent with 585 & 586. Students must complete a minimum of 700 clock hours of supervised experience in an approved clinical setting. This may not be transferred or waived.

588 Organizational Psychology Practicum: Business 1 Credit

Prerequisites: Completion of a minimum of 20 credit hours of coursework including 200, 201, 202, 203, 472, 505, 520 641; and either 648 or 649; permission of the Director of Clinical Training; & concurrent with 589. Students must complete a minimum of 300 clock hours of experience in an approved work setting.

601-603 Psy.D. Assessment Practicum Seminar 1 Credit per term

Prerequisite: Concurrent with 611-613. Taken concurrently with the diagnostic practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical and diagnostic interviewing, to formulate DSM-IV-TR diagnostic impressions, to write an accurate assessment report based on data from the interview and mental status exam, and to appreciate how diversity issues affect the content and processes of clinical interviewing and more broadly of psychological assessment. The course principally affords the student with an opportunity to review and discuss assessment cases from the diagnostic practicum, as well as to examine data generated from psychological tests. Finally, the course serves as a peer consultation group in which students learn to present case material in a standard format, to question and analyze their own clinical work and to function as peer consultants to their colleagues.

604-606 Psy.D. Therapy Practicum Seminar 1 Credit per term

Prerequisites: 611-613; 601-603. Concurrent with 614-616. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the

supervision experience. Specific cases students are working on in their therapy practicum are discussed to illustrate general principles of therapy and intervention. The focus is on the development of knowledge, skills and attitudes, and values needed to provide competent and ethical clinical services. A variety of topics and clinical experiences are offered through class discussion, case presentation, role-playing, and structured exercises.

607-609 Advanced Practicum Seminar 1 Credit per term
Prerequisites: 611-616, Concurrent with Advanced Practicum (619-621). This seminar is structured as an opportunity to work one-on-one with a faculty member (assigned after a student registers for this course) on advanced clinical skills and professional development. Student meets four times per term with a faculty member. May not be transferred or waived.

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

611-613 Doctoral Assessment Practicum I - III 1 Credit per term
Prerequisites: Concurrent with Assessment Seminar (601-603). Students complete a minimum of 600 clock hours of clinical training that focuses on developing skills and providing experience in psychological assessment. May not be transferred or waived.

614-616 Doctoral Therapy Practicum I – III 1 Credit per term
Prerequisites: Doctoral Assessment Practicum (611-613) and seminars (601-603). Concurrent with Therapy Seminar (604-606). Students complete a minimum of 600 clock hours of clinical training focused on developing skills related to intervention/treatment. May not be transferred or waived.

619-621 Advanced Practicum I – III 1 Credit per term
Prerequisites: 611-616, Concurrent with Advanced Practicum Seminar (607-609). Students are required to complete a minimum of 600 practicum hours in order to receive credit for this training experience. May not be transferred or waived.

623 Life Span Development 3 Credits
Social, cultural, biological and psychological issues of prenatal life, childhood, adolescence, adulthood and aging are presented. Psychosocial development, cognitive functioning, life transitions, coping and adaptation, work and

retirement, bereavement and related issues are explored. The course focuses primarily on the theories and application of normal development using a systems approach.

624 Assessment III: Integrative Assessment 3 Credits

Prerequisites: 627, 628. In this course students will become proficient in writing professional psychological reports integrating multiple facets of assessment data. The course will teach students to effectively organize data, understand the impact of personal bias and sociocultural factors in interpretation of assessment findings, and focus on the individuality of the client's strengths and weaknesses while communicating results in response to a specific question. The development of effective treatment recommendations based on assessment findings will be another focus of the course. May not be transferred or waived.

627 Assessment I: Cognitive & Intellectual Assessment 3 Credits

Prerequisite: Undergraduate Tests and Measures Course. This course introduces students to the theoretical basis, current issues, ethics and clinical use of cognitive and intelligence assessment. An appreciation of the cultural influences and diversity involving assessment procedures is emphasized. Classical and current theories of intelligence are explored. Students are trained in proficient administration, scoring, interpretation and multi-source integrative interpretation of commonly used tests of intelligence and cognition.

628 Assessment II: Personality Assessment 3 Credits

Prerequisite: 627. This course will provide students with an overview of the conceptual, theoretical and empirical issues in the measurement of personality and psychopathology through examination of the reliability and validity of objective (actuarial) and projective methods of personality assessment. Students will learn to administer, score and interpret broadband measures (e.g., MMPI-2, PAI, etc.), narrow-band measures (e.g., BDI-II, State/Trait Anxiety Inventory, etc), and the Rorschach Inkblot Test, as well as other projective measures (e.g., TAT, Sentence Completion, etc.) The course will also focus on the assessment of personality assets and strengths, criticisms of traditional approaches to personality assessment, and behavior assessment as an alternative to traditional approaches.

632 Cognitive-Affective Bases of Behavior 3 Credits

This course emphasizes the most recent theoretical developments in cognitive-affective bases of behavior. Areas of emphasis will include attention, memory, knowledge, language, reasoning, problem solving, the cognitive bases of affect and consciousness, human learning and theories of motivation. The relevance of these topics to psychotherapy and change, as well as the possible impact of social issues on course topics, will also be examined.

634 History & Systems 3 Credits

A survey of the historical development of major theories, research and practice in psychology is presented. Major systems of psychology are examined. In addition, the course is structured around a number of major philosophical issues and how major theories of psychology have understood and addressed these issues. The influence of sociocultural and historical factors on the development of theories is also examined, with particular focus to the role of psychology in promoting social justice.

636 Biological Bases of Behavior 3 Credits

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

637 Statistics 3 Credits

Prerequisite: 497. This course concerns concepts and applications of descriptive and inferential statistics and focuses on the statistical methods of data analysis, t-test, F-test, nonparametric statistics (Chi-square), the analysis of variance, multivariate analysis and other techniques. Particular attention is given to the application of research methodology to psychological problems and issues and to policy analysis and formulation.

641 Social Psychology & Individual Differences 3 Credits

This course examines, from a diversity perspective, the theories and concepts of social psychology. Factors related to individual and group identity such as age, gender, sexual orientation, race, ethnicity, socio-economic status and health status are examined to facilitate an understanding of the nature of human behavior in groups, institutions and organizations. The course also considers society's role, and the role of the dominant culture, in the construction and evolution of the self. Multiple determinants of behavior are addressed.

644 Child & Adolescent Health & Dysfunction 3 Credits

The purpose of this course is to provide an understanding of the major psychological disorders of childhood and adolescence. The focus is on the interaction of biogenic, familial, environmental and socio-cultural factors. The importance of individual differences and responsibility in utilizing diagnostic labels is stressed.

648 Biopsychosocial Bases of Health & Dysfunction I 3 Credits
Clinical manifestations of anxiety and personality disorders across the life cycle are examined using a systems approach. Topics covered include phobias, trauma, personality disorders, psychosexual disorders, etiology, treatment as well as personality traits in healthy development. Advocacy and policy issues regarding mental health and illness are also presented.

649 Biopsychosocial Bases of Health & Dysfunction II 3 Credits
Clinical manifestations of the seriously mentally ill are presented including psychotic disorders such as schizophrenia and mood disorders such as major depression and bi-polar disorders. Topics include etiology, epidemiology, expressed emotion, behavioral genetics, course and outcome, treatment, psychopharmacology, policy and advocacy issues.

650 Psychopharmacology 3 Credits
This course is an introduction to the scientific principles and clinical information needed for a basic understanding of the uses and limitations of the major classes of psychopharmacologic agents. The course builds on the material introduced in the prerequisite course #636. Although this course may be taken concurrently with course #636, students choosing to do so are advised that additional self-study will most likely be required.

651 Assessment & Treatment from a Systemic Perspective 3 Credits
This course teaches basic systems theory and "Metaframeworks," a comprehensive method for analyzing family and marital systems. These concepts can be applied to a range of dysfunction of marital and family systems as well as healthy family functioning, including the impact of larger systems. Both conventional diagnostic categories and systemic diagnoses will be explored. The primary emphasis is on theoretical analysis and systems thinking rather than intervention, although an integrative treatment model will be presented.

652 Life Cycle & Cultural Issues in Marriage & Family Therapy 3 Credits
Prerequisites: 651 or 663. This course takes an in-depth look at the family life cycle, an important conceptual framework for family assessment and therapy. Beginning with intact, middle-class white American families, the course will explore differences related to class, family structure, trauma, and particularly ethnicity. While the course does not focus on therapy, implications for treatment will be explored.

655 Advanced Couples Counseling 3 Credits

Prerequisites: 651 or 663. This is an advanced course on marital and family systems with a particular focus on marital and other committed couple systems. Emphasis is on research-based understanding of couple systems and the implications for relationship stability and for prevention and clinical intervention. New techniques for handling client resistance and for minimizing relapse will also be presented.

662 Overview of Marriage & Family Therapy Models 3 Credits

This course presents an overview of major models of marriage and family therapy, putting them in historical perspective and discussing how the MFT field has evolved. Important models will be introduced, including major figures in the model's development, important concepts, and typical techniques. Students will be encouraged to critique these models with consideration of power and hierarchy, gender bias, and cultural fit.

663 Effective Marriage & Family Therapy 3 Credits

This course offers an in-depth understanding of several evidence-based models for intervening with families and couples. This course covers a range of dysfunction of marital and family systems and appropriate interventions. Emphasis is on the systematic application of techniques through theoretical analysis, intervention selection and role-playing of interventions. Students will be encouraged to examine how these models fit for themselves theoretically and personally, and how well they fit with a variety of clinical populations.

664-665 M.A.F. Practicum I & II

Prerequisites: Students enrolled in the M.A. in Marriage & Family Counseling program are required to register for M.A. Practica 664 and 665. Students must concurrently enroll in M.A.F. Practicum Seminar I (667) & II (668). A student accepted into the M.A. in Marriage & Family Counseling program is required to complete at least 700 hours of supervised clinical experience over the course of at least nine months. Students enrolled in the Certificate in Marriage & Family program must also concurrently enroll in 664 & 667, and 665 & 668.

667-668 M.A. Practicum Seminar in Marriage & Family I-III 1 Credit per term

Prerequisite: Concurrent with Marriage & Family Practica (664-665). In order to register, students are required to be actively counseling couples and families. Students must either present audio or videotapes or simulate actual sessions for supervision. Rotating case presentations allow focus on intervention skills and theoretical analysis, as well as experiencing the role of case consultant.

671	Structural & Sociocultural Bases of Health & Dysfunction	3 Credits
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Prerequisites: 350, 641. Traditionally, psychologists work within in circumscribed clinical contexts in which mental health issues are deemed functions of individual pathology. In fact, many mental health issues are symptomatic of structural phenomenon that characterize in the context in which individuals exist and over which they have limited influence, e.g., public policy, institutional behaviors, culturally-embedded biases. The objective of this course is to shed light on these structural variables and how they undermine human well being. In particular, the course will be designed to (1) provide students with some of the basic analytic and critical thinking skills needed to identify and understand the role of structure in shaping human welfare; (2) help students think about how to integrate structural analysis and understandings into their clinical work; and (3) help students think about how to fulfill their responsibility to their clients as well as society as a whole by encouraging public debate around this issue, and by actively advocating for welfare-enhancing structural change.

672	Race, Ethnicity, & Social Class	3 Credits
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Prerequisite: 641. This course is designed to give students an understanding of various minority groups including African Americans, Asians, Latinos, and Native Americans. Students are exposed to the limitations and potential dangers of Western definitions of cultural groups. Specifically, emphasis is placed on facilitating awareness of biased attitudes, influences of worldview, and the consideration of the unique experiences of specific groups that have been marginalized and have experienced discrimination.

673	Gender & Sexual Orientation Issues across the Lifespan	3 Credits
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Prerequisite: 641. This course examines the role of gender and sexual orientation as related to lifespan development, personality, lifestyle, behavior, decision-making and attitudes. The course covers the impact of power differentials, social structures, stereotyping and role definitions on gender and sexual identity. Additionally, the course investigates the implicit relationship between gender and sexual orientation and also explores gender and sexual orientation within the therapeutic process.

674	Gay, Lesbian, Bisexual, & Transgender Issues across the Lifespan	3 Credits
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Prerequisites: 641 and either 431 or 623. This course focuses on GLBT persons across the lifespan and examines the evolution of the GLBT movement from multiple dimensions. This course includes practical application of strategies useful in working with GLBT individuals of different ages and ethnicities. Sources, forms, and the history of heterosexism and homophobia are covered

as are the stages of healthy and positive GLBT identity formation and the potential consequences of "coming out." Discussions and research surrounding controversial issues affecting the GLBT community serve as the focal point.

676 Global & Cross-Cultural Perspectives 3 Credits
 on Health & Dysfunction

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

677 Advanced Issues in Religion & Spirituality - 3 Credits
 Theory & Therapy

Prerequisite: 641. This course explores the diverse religions and spiritual paths in today's society. Special attention is paid to spirituality and religion as mediators of risk and resiliency. Additionally, the role of religion and spirituality within psychology to date is examined, while also providing an overview of the field's reformed approach to assessing and incorporating religion and spirituality in therapeutic work.

683 Advanced Child & Adolescent Assessment 3 Credits

Prerequisites: 623, 627, 628. This course covers assessment of cognitive functioning, learning and achievement and social/emotional functioning in children and adolescents. Standard intelligence measures and achievement tests will be included as well as typical personality instruments and procedures for assessment of emotional and adaptive functioning with this special population. Integration of areas of functioning and holistic assessment of overall adaptation and strengths and weaknesses will be emphasized. Attention will also be given to the use and social implications of these tools data and the role of assessment with children and adolescents in diverse contexts.

684 Systemic Interventions with Children & Adolescents 3 Credits

Prerequisites: 338, 644. This course will focus on systemic interventions in addressing the needs of traumatized & disadvantaged children. Areas of emphasis will include trauma and children, behavioral and learning problems associated with conditions of disadvantage and traumatizing environments, diversity issues, advocacy, negotiating social service and educational systems that deal with children.

- 690 Supervision & Consultation 3 Credits
 This course intended to occur late in the doctoral curriculum, during or just before the internship, focuses primarily on clinical supervision, with secondary focus on clinical and programmatic consultation. It provides an overview of all dimensions of supervision, including the supervisory contract, theoretical models of supervision, the supervisory relationship, issues of diversity, gender and power, supervisory modalities, developmental issues, and ethical and legal issues. The course includes an optional laboratory in which students who do not have current supervisory responsibilities can arrange to have quasi-supervisory responsibility for students in lower-level intervention courses.
- 691 Public Policy, Advocacy, & Social Change 3 Credits
 This course is designed to focus on the analysis, formulation, and advocacy of public policy within the context of public administration, community organizing and the policy making process. It identifies methods for understanding the political process as a system and looks at evaluation techniques to address complex policy issues. It examines ways psychologists, behavioral healthcare delivery systems, advocacy groups, and community organizations can work with local, state, tribal, and federal government to address issues of social change. It provides an overview of governmental structure, process, and policies at all levels. The course presents effective methods of communication, advocacy, and lobbying to challenge policy, promote concerns and address needs.
- 692 The Role of Psychologists in Management, 3 Credits
 Administration, & Leadership
 This course focuses on the development of roles for psychologists in a variety of administrative and leadership roles including behavioral health care management, public administration, and educational leadership. It provides a foundation of motivation and understanding for leadership development by offering theoretical background, practical information, and an opportunity for role modeling to encourage students to develop their organizational leadership skills. It includes those skills necessary for psychologists' own professional growth, development, and success. Theories and practices of good organizational leadership will be reviewed.
- 695 Doctoral Dissertation Proposal-Continued 0 Credits
 Students who do not complete their dissertation proposal in the first term for which they have registered must continue to register for 695 and pay the necessary fee until their proposal has been approved by their committee members. Failure to complete dissertation proposal within three consecutive terms may result in referral to the Student Comprehensive Evaluation Committee.

696 Doctoral Dissertation Preparation Seminar 0 Credits
Prerequisites: 498, 638. The non-credit course is designed to assist students in the early stages of developing a dissertation topic. The focus is on selection and development of a topic, selection of a committee and different stages of the dissertation process.

697 Doctoral Dissertation Proposal 0 Credits
Prerequisites: 498, 638, 639, 640, 696. One of the most important phases in preparation of the dissertation is writing the proposal in the selected area of research. Registration for this course is the first formal step in completing the dissertation. Students are required to complete and successfully orally defend a proposal to the satisfaction of their dissertation committee. Approval of the dissertation proposal is also a requirement for all students prior to applying for internship. Students who do not complete this requirement during the first term of registration are required to register for 695 each term thereafter until completed. Failure to successfully complete the dissertation proposal after three terms will result in referral to the Student Comprehensive Evaluation Committee.

701 Advanced Psychodynamic Approaches to Intervention 3 Credits
Prerequisite: 334. This advanced interactive course aims to consider in depth select schools of psychoanalytic/dynamic thought and their respective theories of development and pathology, and, most notably, their perspective on clinical practice. Object relations, self-psychology, and contemporary structural-relational perspectives will receive special emphasis. Theoretical perspectives that incorporate racial-ethnic, sexual, gender, and other aspects of diversity will be incorporated into the discourse.

702 Advanced Cognitive-Behavioral 3 Credits
 Approaches to Intervention
Prerequisite: 335. Focuses on advanced theories such as schema therapy and dialectical behavior therapy. The course will cover difficult populations such as individuals with personality disorders, psychotic disorders, and autism.

703 Advanced Humanistic/Existential 3 Credits
 Approaches to Intervention
Prerequisite: 336. This course builds upon the knowledge and skills developed in the introductory course in humanistic and existential approaches by developing a more in depth appreciation of particular theories and perspectives in this area of practice. The integration of humanistic/existential/transpersonal theories with each other and with other theoretical perspectives will be the focus of the class. In addition, the application of this perspective to a broad range of clinical and social issues will be emphasized. Students will be encouraged to develop their own personal integration of this perspective into their personal and professional lives.

704 Advanced Child & Adolescent Psychotherapy
This course considers newly emerging developments in child and adolescent psychotherapy including technical approaches to selected clinical problems and populations. Primary topics include working with diverse child/adolescent populations, empirically supported treatments for trauma in children and adolescents, learning and attention problems, pediatric mood disorders, externalizing disorders, gender dysphoria and issues associated with foster-care, adoption and divorce. The course also presents the literature on personality disorders in youth, the coordination of developmental and therapeutic processes, collateral work with parents and teachers, advanced issues in play therapy and issues regarding countertransference with children and adolescents.

705 Eye Movement Desensitization & Reintegration 3 Credits
Eye Movement Desensitization and Reprocessing (EMDR) is a method of therapy used in the treatment of trauma. EMDR is a physiologically based therapy that helps clients process and integrate disturbing material in new and less distressing ways. This course provides an introduction to the model, provides empirical research associated with the model, teaches the basic process and offers space for students to focus on the relationship between EMDR and specific types of trauma.

706 Trauma Focused Approaches to Intervention 3 Credits
This course covers the history, psychopathology and treatment of trauma-related dysfunction, particularly Post-Traumatic Stress Disorder (PTSD) and its comorbidities. In the course, students learn about the prevalence and incidence of PTSD in civilian and military populations as well as the major risk and protective factors for trauma-related dysfunction, specialized assessments for identifying trauma-related pathology in adults and children, and the major approaches to counseling and psychotherapy for clients struggling with trauma. Major treatment approaches covered in the course include cognitive-behavioral therapy (CBT), eye-movement desensitization and reprocessing (EMDR), somatic experiencing (SE), stress management techniques, group treatment approaches and psychopharmacological interventions.

707 Advanced Group Psychotherapy 3 Credits
Prerequisite: 337. Building on the introductory course to Group Psychotherapy, this course examines the use of self and promotes development of group facilitation skills through the use of dynamic interaction and modeling. Central to the course is the belief that personal issues can impede the formation of an effective therapeutic relationship and thus impair the client's progress. The class combines the presentation of conceptual material with experiential learning in an unstructured format.

710 Theories & Techniques of Clinical Hypnosis I 3 Credits

This course will serve as an introduction to the theory and practice of clinical hypnosis in psychotherapy and medicine. Students will examine the basic question of "What is Hypnosis" including its fact, fictions, history, and theory. Theories of hypnosis will be explored utilizing the body of historical knowledge, clinical research, and experimental evidence into hypnotic phenomena that has amassed for over two centuries. Students will be able to both learn about and experience the hypnotic phenomena that are discussed in class. Students will also learn and practice basic methods of hypnotic induction, deepening, assessment, and clinical application. Particular emphasis will be maintained throughout the class regarding the ethical and safety related guidelines students should follow when integrating hypnosis into their clinical practice.

711 Theories & Techniques of Clinical Hypnosis II 3 Credits

Prerequisite: Permission of Program Coordinator. Students continue their exploration of theories, techniques, and phenomena in clinical hypnosis work. The main topics include: Advanced Hypnotic Inductions and Testing methods, Ego-Strengthening Protocols, Pain Management, PTSD, Anxiety and Phobic Disorders, Habit Disorders, Constructing Therapeutic Metaphors and Indirect Suggestions, Insight-Oriented and Exploratory Hypnotic Techniques, Ethics and Professional Conduct, and Integrating Hypnosis into Clinical Practice. Students will be able to both learn about and experience the hypnotic phenomena which are discussed in class. Particular emphasis will be maintained throughout the class regarding the ethical and safety related guidelines students should follow when integrating hypnosis into their clinical practice.

712 Advanced Theory & Skills in Hypnosis Seminar 3 Credits

Prerequisite: Permission of Program Coordinator. Students learn advanced methods of hypnotic assessment and treatment and discuss their relevance to current theoretical models of hypnotic phenomena. Students will be able to both learn about and experience the hypnotic phenomena that are discussed in class. Particular emphasis will be maintained throughout the class regarding the ethical and safety related guidelines students should follow when integrating hypnosis into their clinical practice.

714 Research Seminar in Clinical Hypnosis 3 Credits

Prerequisite: Permission of Program Coordinator. Students learn methods of conducting research in hypnosis towards developing a topic of their choosing. The class will focus on an evaluation of the major research paradigms now being employed in contemporary hypnosis research. The student will be guided towards producing a paper that will generate hypotheses for hypnosis research that can be investigated as a research project or dissertation while at Adler.

720 Beginning Neuropsychological Assessment 3 Credits
Prerequisites: 627, 628, 624, 636, and 648. This course is a detailed overview of neuropsychological assessment techniques in common usage. It provides an introduction to functional neuroanatomy and classic neuropsychological syndromes (e.g., the aphasias, agnosias and apraxias) within a sociocultural context. Familiarity with administration, scoring and contextual interpretation of qualitative and objective methods of neuropsychological assessment is emphasized.

721 Intermediate Neuropsychological Assessment 3 Credits
Prerequisite: 720. The course covers selected topics of clinical neuropsychology in depth. It includes a thorough examination of specific neurocognitive functions, such as memory and attention. The neuropathology, assessment and treatment of amnesic disorders, head trauma, the dementias and psychiatric illness are studied in detail.

723 Advanced Neuropsychological Assessment 3 Credits
Prerequisite: 721. This course draws upon the theories and concepts of cognitive and behavioral neurology. There is further grounding in functional neuroanatomy, and the neuropathological bases, assessment and treatment of tumors, seizures disorders, cerebrovascular disease, and toxic-metabolic derangements are covered.

722 & 724 Practicum Seminar in Neuropsychology I & II 1 Credit per term
Prerequisites: Concurrent with 726, 727. Taken concurrently with the neuropsychological assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical neuropsychological assessment, to synthesize results and formulate diagnostic impressions, to write accurate and meaningful assessment reports, and to appreciate the role of culture and diversity in clinical neuropsychological work. Students review and discuss practicum cases and examine data from neuropsychological tests. The courses serve as peer consultation groups in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

725 Neuropsychological Intervention Techniques
The course introduces students to neuropsychological intervention strategies, such as neurocognitive rehabilitation, based on a thorough assessment of the client's neuropsychological strengths and weaknesses. Intervention strategies for various neuropsychological disorders, including deficits in memory, attention, language, visual-spatial, and executive functions are considered.

726-727 Neuropsychology Practicum 1 Credit per term
Prerequisites: 601-606, 611-616, 624, 627, 628, 636, 648 or 649, 720. Concurrent with 722 and 724, An 800 clock hour advanced clinical practicum that provides experience in the administration, scoring and interpretation of neuropsychological assessment techniques under the supervision of a licensed neuropsychologist. Students learn to develop a test battery based on a given referral question, and to integrate their findings to answer this question and to provide useful and clinically relevant recommendations. This may not be transferred or waived.

728 Pediatric Neuropsychological Assessment 3 Credits
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.

732 Advanced Assessment: Projective Methods 3 Credits
Prerequisites: 627, 628, 624. This course covers advanced interpretation of projective data using Exner's comprehensive System for the Rorschach Inkblot Test, but also goes beyond Exner's approach to consider the content of the client's responses as well as thematic and sequential analysis. The course also explores the utility of the Rorschach in forensic evaluations, the assessment of thought disorder, and the appraisal of object relations. Additionally, the course covers new and innovative, but empirically based, approaches to the Thematic Apperception Test (TAT) and other narrative-based instruments. The course also emphasizes the historical roots of projective assessment within the broader realm of personality testing and highlights its pertinent place in clinical assessment today. Adlerian, psychodynamic, phenomenological, and constructivist theories provide the theoretical underpinnings for discussions of data integration, report writing, and providing feedback to clients.

735 Mind-Body Health I 3 Credits
Behavioral medicine is a multi-disciplinary field on which psychology, public health, epidemiology, medicine, public policy, and other health related professions intersect to promote emotional and physical well being. This course provides an overview of assessment, intervention and current research on the psychological mediators of health and illness from a behavior health perspective. Although specific diseases and other medical conditions will be discussed, a broader, cross-disease perspective on behavioral medicine will be emphasized.

736 Mind-Body Health II 3 Credits

This course focuses on the interventions and current research associated with specific life threatening, chronic and acute medical conditions across the life span. The course addresses the psychosocial context of each medical condition and the ways in which psychological support can facilitate coping for both client and family.

737 Primary Care Psychology 3 Credits

Primary Care has provided psychologists a new role within the health care system to deliver behavioral health services. The focus in this course will be on functioning as a primary care consultant within a hospital or outpatient clinic setting. This course will introduce a model of collaborative care to provide continuous and comprehensive care to families in sickness and health, while also highlighting the ethical and relationship dilemmas in this role. Students will receive an overview of behavioral risk factors and sociocultural influences on problems seen in primary care. Common primary care problems, clinical assessment of these common conditions, and clinical interventions suitable for a primary care setting will be covered. Additionally, the effects of health policy, health care financing and design of health care system on individuals' health will be discussed.

739 Mindfulness Meditation 3 Credits

This experiential course will teach students to manage their own stress, and to teach mindfulness-based meditation to others to help them to manage their stress. Scientific studies have shown that meditation practice, as taught in this course, improves various medical and psychological outcomes. Thus, this meditation course provides a potentially valuable skill to clinicians. The Mindfulness-Based Stress Reduction (MBSR) course can be useful in clinical, medical, and corporate settings.

740-742 Doctoral Internship-Full Time 0 Credits

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal & permission of the Director of Training and Community Service. Following completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 clock hours of training over a 12-24 month period. Most internships require a one-year, full-time commitment. A two-year, one-half time internship may also be obtained. The internship is designed to provide an intensive clinical experience building upon the course work, practicum experiences, and skills supervision completed during the first four years of the doctoral program. The Department of Training and Community Service assists students in identifying appropriate sites for internships.

(Students must enroll three consecutive times.)

743-748 Doctoral Internship-Half Time 0 Credits

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal & permission of the Director of Clinical Training. Following completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 clock hours of training over a 12-24 month period. Most internships require a one-year, full-time commitment. A two-year, one-half time internship may also be obtained. The internship is designed to provide an intensive clinical experience building upon the course work, practicum experiences, and skills supervision completed during the first four years of the doctoral program. The Department of Training and Community Service assists students in identifying appropriate sites for internships.

(Students must enroll six consecutive times.)

750 Police Psychology 3 Credits

This course is designed to cover the five core areas of the field of police psychology. Students will learn the basic principles of psychological diagnosis based on the categories outlined in the DSM Multiaxial Model. Disorders more common to police personnel will be presented along with research-based interventions and their application within a police culture. Students will also learn the basics of research following APA guidelines for the presentation of findings. Students will also learn the requisite skills for the development of reflection papers. In addition, the course will cover the foundation of ethics and ethical codes of conduct including an exploration of theories of social justice as they apply to 21st century urban law enforcement.

751 Psychology of Police Organizations 3 Credits

This course explores the critical thinking, skills and processes required to operate an effective law enforcement agency within a multicultural environment. Issues of assuming command, organizational structure, decision making, maintaining ethical behavior, institutional interventions, hiring practices, community relations, promotional strategies, and psychological well-being will be discussed. Students will be exposed to the essentials necessary to create an effective vision and mission statement along with the steps necessary to operationalize elements of this statement.

752 Assessment Issues in Police Psychology 3 Credits

Students will learn the basic statistical principles used in the development of psychological and promotional testing. Measures of central tendencies, validity, reliability and the fundamental issues of test construction will be presented. In addition, students will learn the more prevalent psychological instruments used in the hiring, assessment and promotion of police personnel. Concepts underlying personality assessment, projective tests, and intelligence testing will be presented. Ethics of test development and issues of race, gender and other cultural considerations will be presented.

- 753 Psychology of Critical Incidents & Trauma 3 Credits
This course applies psychological theory to both the human impact of being involved in critical incidents and trauma and the associated operational procedures, within the law enforcement community. Discussion will focus on the nature of trauma as it relates to law enforcement events: line-of-duty death, use of force, hostage incidents, post-event debriefings, bombings, and response planning. Students will learn a working model of how to handle effectively stress from the individual level, small groups and throughout the police organization. This course will utilize discussion, lecture, scenario training, video and self-directed projects.
- 754 Psychology of Evil & Criminal Behavior 3 Credits
This course is designed to explore abhorrent, anti-social and violent human behavior by examining how theories of evil, criminal behavior and psychology have attempted to explain such conduct. The course will look at how police organizations have historically responded to incidents of serial murder, mass killings, cults, riots, organized criminal enterprises and other acts of extreme violence. Intervention strategies will also be discussed.
- 755 Psychology of Terrorism 3 Credits
This course will introduce students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current foreign and domestic policies. Different types of terrorist organizations will be examined, based on various criteria – motives, means, objectives, geography and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how governments can work to limit its effects. Students will choose relevant topics for original research and will present information in small group presentations and a research paper.
- 756 Social & Community Psychology 3 Credits
This course introduces students to the sociocultural factors that impact personality development, the formation of attitudes/values and group behaviors. Issues of bias, prejudice, authority, conformity, stereotyping, gender roles, race/ethnicity, poverty and culture will be discussed. Strategies for addressing these factors within a law enforcement agency will be discussed along with mechanisms for maintaining strong community relations.
- 757 Psychology of Leadership 3 Credits
This course introduces students to the foundational principles of psychology necessary for effective leadership in most areas of law enforcement. Styles of leadership, motivational strategies, emotional intelligence, conflict management

and leadership assessment will be discussed. Students will learn to identify their personal style of leadership and explore the assets and limitations of their unique style. Techniques for developing and maintaining management groups will be presented along with methods for developing diversity and social awareness within management practices.

758 Tactical & Field Psychology 3 Credits
This course is designed to teach students the application of individual, cognitive and social psychology to field encounters. Through role playing scenarios, discussion and lecture, students will learn to employ principles of negotiation, conflict management, anger management, stress reduction, emotional modulation techniques and engagement and disengagement procedures.

759 Thesis & Portfolio Development 3 Credits
This course contains the two capstone projects required for completion of the Master of Arts in Police Psychology. The thesis must focus on an approved topic of research and consist of an extensive literature review of a minimum of 40 pages that blends theory and research in psychology with a topic or issue in the field of law enforcement. Each thesis must be supervised by an assigned faculty or adjunct faculty member of the Adler School of Professional Psychology and be completed by dates set by school policy. The thesis must contain a minimum of 20 citations from professional literature from either field and/or texts approved by the supervising faculty/adjunct member. Each thesis must be reviewed by an approved editor prior to final submission. The Portfolio must contain all assignments outlined in the Police Psychology Portfolio Development Information Sheet and be approved by the supervising faculty/adjunct member.

770 Advanced Group Interventions: Conflict Resolution 3 Credits
Prerequisite: 337. This course extends theory and research on the use of a range of group therapy intervention methods to the resolution of conflict between individuals and groups. Student will be exposed to literature both in the use of group methods for dealing with conflict and reconciliation between opposing parties and in the area of conflict resolution.

800 Cognitive-Behavioral Therapy: Therapy & Applications 3 Credits
This course presents major theories of behavior and cognitive behavioral therapy and their application. There is an emphasis on the practical issues involved in the analysis of thoughts, feelings, and behavior and prescription of behavioral techniques.

801 Expressive Arts with the Trauma Population 2 Credits
This course provides experiences in art making and processing which are applicable to therapy and counseling with client who have survived single or multiple traumatic experiences. Included is education on various types of

trauma and the potential effect of the traumatic experience on the whole person. The frequent co-morbidity observed in trauma clients will be looked at in detail. The course includes an emphasis on assisting clients with skills of pacing and containment as they learn to reintegrate feelings. Also includes techniques to aid in the safe expression of intense affect through expressive art techniques.

802 Gay, Lesbian & Bisexual Development 3 Credits

This course introduces and teaches a positive approach to Gay and Lesbian development and positive gay and lesbian identity formation. Students will be introduced to current theories and approaches to psychotherapy working with this particular population as well as have the opportunity to examine transference and counter-transference issues.

814 Psychology & Consumer Culture 3 Credits

This elective course is intended to be an examination of the historical roots and contemporary consequences of materialistic culture on the psychological well-being of human beings and society-at-large. The course will examine the roots of consumer culture in historical, political and economic factors and the many ways in which consumer culture impact our lives. Topics include the impact of materialistic values on well being, the impact of commercialism on children, the relationship between consumerism and psychological dysfunctions, the role of globalization, and ways in which psychology can challenge the impact of consumerism and help to effect social changes that diminish the adverse impact of materialism.

815 Mental Health Disaster Response Counseling 2 Credits

The purpose of this course is to educate the mental health professional in the mental health disaster response crisis counseling program model. This model differs significantly from the traditional mental health model. The mental health disaster response crisis counseling model is a specialized approach which requires distinct training. The skills, knowledge, and attitudes required for mental health disaster response and recovery crisis counseling are quite different from those needed in traditional clinical settings. This course will introduce the student to the mental health disaster response crisis counseling program model, the scope and limits of the program, and the elements required for effective service system design, and the delivery of those services in an all-hazards disaster environment.

816 Journaling for Health 1 Credit

This course is designed to develop therapists' skills in the use of journal writing as an adjunct to therapy. The course focuses on empirical research affirming the efficacy of journal writing in boosting immune functioning, reducing stress, and the enhancing of other mind-body effects. The course offers students a laboratory experience as the class explores a long list of writing applications.

818 Cognitive-Behavioral Therapy: Advanced Applications 3 Credits

This course extends the use of the techniques learned in Cognitive Behavioral Therapy (800) and applies them to difficult populations (e.g. individuals with personality disorders and psychotic disorders). The class will also cover special techniques to enhance the effectiveness of CBT in difficult cases.

901-903 Doctoral Dissertation I-III 0 Credits

Prerequisite: 697. Successful completion of the Doctoral Clinical Qualifying Examination. The Doctoral Dissertation is the final product of the students' academic experience and clinical training in the doctoral program. The dissertation can be about any significant issue or problem that is psychological in content and professionally relevant, including clinical case studies, traditional experimental studies, qualitative research, community action research, in-depth theoretical studies, or other types of studies or projects, that makes a contribution to the theory and practice of professional psychology. Students must begin registering for Doctoral Dissertation within three consecutive terms after approval of their dissertation proposal or in any term in which they are actively working on their dissertation with their committee members. Once students register for dissertation, they must continue registering for three consecutive terms. Students who have failed to complete their dissertation at that time are required to register for 904 Doctoral Dissertation Continuation until they are approved for the Oral Defense. Students receive a grade of In Progress for any term in which they are making satisfactory progress on their dissertation and a grade of No Progress when they are failing to complete the project in a timely manner. Any student who has received three consecutive grades of NP for either Dissertation Proposal or Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation proposal or dissertation, a grade of CR (Credit) will be issued and all prior grades of NP and IP will be changed to Credit.

904 Doctoral Dissertation Continuation 0 Credits

Doctoral students who are working on the dissertation following completion of the internship, and who have registered for the required three terms must register each term for this course and pay the required fee to remain in good standing. Students enrolled in Doctoral Dissertation Continuation are expected to make steady and consistent progress on completion of their dissertation. Failure to enroll in courses or doctoral dissertation continuation may result in dismissal from the Psy.D. program.

905 Community Service Capstone Paper 0 Credits

Prerequisites: Completion of 200, 201, 202, 203 and approval of faculty advisor. The Community Service Capstone Paper is an integrative task required of all doctoral students upon completion of their community service practicum

- 995 M.A. Clinical Qualifying Examination 0 Credits
Prerequisite: Completion or near completion of all M.A. requirements & permission of the Registrar. The Qualifying Examination consists of the presentation of a clinical case including an audiotape, an analysis of key interchanges within the session presented, a written case conceptualization and treatment plan, a paper integrating research with the clinical case, and a paper examining social issues pertinent to the clinical case. Students will meet with two faculty examiners to review the material pertinent to the case. The oral presentation will take between one to one-and-a-half hours. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students who fail to pass on the second attempt are subject to dismissal from the School.
- 996 Doctoral Written Qualifying Examination 0 Credits
 Upon completion of the prerequisite courses, doctoral students are required to pass a Written Qualifying Examination. Students who fail to pass on the second attempt are subject to dismissal from the School.
- 998 Doctoral Oral Defense 0 Credits
Prerequisite: Permission of the Doctoral Dissertation Committee. Students are required to defend their Doctoral Dissertation during the Doctoral Oral Defense.

Faculty

Chicago Campus

Josefina Alvarez, Ph.D., Core Faculty

Dr. Alvarez received a B.A. from Loyola University Chicago and an M.A. and Ph.D. in Clinical Community Psychology from DePaul University. She completed a clinical-consultation internship at Yale University and has worked in community mental health and academic settings. Her interests include multicultural competence, Latina/o mental health, substance abuse, mutual-help, and community consultation.

Robert Baker, Psy.D., Core Faculty and Clinical Director of the Psychological Services Center's Prison Aftercare Programs in Chicago

Dr. Baker earned his B.A. in Economics at Michigan State University and his M.A. in Counseling Psychology and Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. He is a Licensed Clinical Psychologist. Dr. Baker is also the Coordinator of the Sex Offender Treatment Programs, and teaches courses in psychophysiology, cognitive psychology, and clinical skills seminars. His additional interests include gerontology, forensics and correctional

psychology, neuropsychology, clinical hypnosis, and psychotherapy with children, adolescents and adults.

Dan Barnes, Ph.D., Director of the Dreikurs Psychological Services Center (PSC) and Core Faculty

Dr. Barnes oversees the PSC's training programs, which include the American Psychological Association-approved Pre-doctoral Internship in Professional Psychology, the psychotherapy and assessment practica, and the Post-Doctoral Residency in the PSC's Prison Aftercare Program. He received his B.S. in psychology from Loyola University Chicago, and his M.A. and Ph.D. degrees in Clinical Psychology from the University of Kentucky. He is a licensed clinical psychologist and has maintained a continuous clinical practice since 1972. He teaches courses in systems of psychotherapy and constructivist psychotherapy. Before coming to the Dreikurs PSC he was centrally involved in graduate clinical training at Loyola University Chicago, where he developed a psychotherapy practicum (externship) and an APA-approved Pre-doctoral Internship in professional psychology.

Neil Bockian, Ph.D., Core Faculty

Dr. Bockian earned his Ph.D. from the University of Miami, where he studied personality disorders with Dr. Theodore Millon, and mindfulness meditation with Jon Kabat-Zinn. Dr. Bockian has research and clinical interests in the areas of personality disorders, health psychology, meditation, treatment planning, and behavioral medicine. He has written two books on personality disorders, and he has extensive experience treating individuals with spinal cord injuries and patients with chronic pain. He has employed individual therapy, group therapy, hypnosis, relaxation training, and mindfulness meditation in his practice.

Julie Chodacki, Ph.D., Core Faculty

Dr. Chodacki earned her Bachelor of Arts degree in philosophy at Harvard University, her Master of Arts degree in philosophy at University of Illinois at Chicago, and her Doctor of Psychology degree in clinical psychology at the Illinois School of Professional Psychology, Chicago Campus. Doctor Chodacki completed internship in adult psychology at Cambridge Hospital, Harvard Medical School, and post doctoral fellowship in family systems and health at the Chicago Center for Family Health and MacNeal Medical Center, University of Chicago affiliates. She is licensed in clinical psychology, and her professional interests include social class, resilience and happiness.

Cristina Cox, Ph.D., Core Faculty

Dr. Cox earned her B.S. in Psychology at Michigan State University and her M.A. and Ph.D. in Clinical Psychology at Loyola University. She is a Licensed Clinical Psychologist. Dr. Cox teaches courses in child and adolescent therapy, ethnocultural diversity, gender diversity, psychological assessment of children,

and clinical seminars. Her additional interests include models of intervention and assessment with children, integrative psychotherapy, bilingual/bicultural and language issues, learning disabilities and cognitive deficits, development and temperament, and consultation in educational settings.

Raymond E. Crossman, Ph.D., President and Core Faculty

Dr. Crossman was appointed the fifth president of the Adler School of Professional Psychology in 2003. He is a psychologist and family therapist. Dr. Crossman received his B.S. (Summa cum Laude) in Psychology / Fine Arts from Fordham University, he earned his M.A. and Ph.D. in Clinical Psychology from Temple University, and he studied at Philadelphia Child Guidance Clinic. Dr. Crossman has worked with and developed programs for a number of AIDS service organizations. He has taught courses, presented, written about, and developed programs and initiatives in diversity education, psychology training, family therapy and family diversity, and HIV disease prevention and coping. He is the Chair of the Council of Chairs of Training Councils of the American Psychological Association, he was the President of the National Council of Schools and Programs of Professional Psychology, and he received the Significant Professional Contribution Award from the Hawaii Psychological Association. He serves on the Executive Committee as the Community Service Program Chair for the Board of Directors of the Center on Halsted.

Vida Dyson, Ph.D., Core Faculty

Dr. Dyson has been affiliated with Adler since 1992. Dr. Dyson earned her B.A. in Psychology at DePaul University and her M.A. and Ph.D. in Psychology/ Personality Process at the University of Chicago. She is a Licensed Clinical Psychologist who has extensive experience working with children, adolescents, and adults with severe mental illness. Dr. Dyson teaches courses in ethnocultural diversity, gender issues, assessment, and clinical seminars. She also serves as a clinical supervisor at the Dreikurs Psychological Services Center. Dr. Dyson's interests include multicultural assessment and treatment issues, assessment of cognitive and emotional problems in children and adolescents, and assessment and treatment of substance abuse and comorbid psychiatric disorders. Dr. Dyson's teaching philosophy stresses the importance of students developing critical thinking skills, being aware of the importance of context and systematically using a scientific approach in the assessment and treatment of clients. She believes that learning is a lifelong process and the reciprocal exchanges of ideas and information between faculty and students in the classroom and supervision.

*Frank Gruba-McCallister, Ph.D., Vice President of Academic Affairs
and Core Faculty*

Dr. Gruba-McCallister received his B.S. in Psychology from Loyola University and his M.A. and Ph.D. in Clinical Psychology from Purdue University. He is a Licensed Clinical Psychologist. He teaches courses in history and systems, theories of psychotherapy, advanced psychotherapy, existential psychotherapy, and psychology and advocacy. His interests include health psychology, the integration of psychology and spirituality, transpersonal psychology, peace studies, and the role of psychology in advocacy and activism for social change.

Janna A. Henning, J.D., Psy.D., C.T., Core Faculty

Dr. Henning earned her B.A. in Political Science at Indiana University and J.D. in law at the Indiana University School of Law. She earned her M.A. and Psy.D. in Clinical Psychology at The Chicago School. She holds a Certification in Thanatology (Death, Dying, and Bereavement) through The Association of Death Education and Counseling, and has received advanced training in clinical hypnosis. Dr. Henning teaches courses and conducts research in trauma-focused approaches to intervention, cognitive-affective and biopsychosocial aspects of health and disorder, and intellectual assessment. Her interests include trauma-related dysfunction across the lifespan, dying and bereavement, vicarious traumatization and burnout, social interest and social responsibility, gender and multicultural issues, positive psychology, spirituality and psychology, giftedness, and relational constructivist approaches to therapy. She provides individual and group therapy to survivors of trauma, chronic illness, bereavement, and loss in a group practice setting.

Christina Jackson-Bailey, Ph.D., Core Faculty

Dr. Jackson-Bailey earned her B.A. in Psychology from The Ohio State University, her M.A. in Community Counseling from Loyola University Chicago, and her Ph.D. in Counseling Psychology from the University of Wisconsin-Milwaukee. She completed her pre-doctoral internship at Michigan State University's Counseling Center. Dr. Jackson-Bailey currently teaches lifestyle and career development, social psychology and individual differences, professional development seminar, and practicum seminar. Her additional interests include: Black (African American, African, etc.) clinical issues, multicultural competence, and spirituality.

Leigh Johnson-Migalski, Psy.D., Core Faculty

Dr. Johnson-Migalski graduated from Trinity University with a B.A. in English. She continued her education with an M.A. and Psy.D. from the Adler School of Professional Psychology. She has worked in community mental health centers, hospitals and in private practice. She currently is a licensed clinical psychologist teaching classes on Individual Psychology as well clinical interviewing and assessment. Her interests include mood disorders, spirituality and Individual Psychology.

Kristin Velazquez Kenefick, Psy.D., Core Faculty

Dr. Kenefick received her doctoral degree from the Illinois School of Professional Psychology (Chicago) and is a licensed clinical psychologist. Her interests include working with children, adolescents and families, and has specialized experience in child maltreatment and abuse. Dr. Kenefick has administrative, teaching, and clinical experience, and is dedicated to issues of social justice and diversity.

Olasupo Laosebikan, Ph.D., Core Faculty

Dr. Laosebikan received his doctoral degree from Loyola University and has taught in a variety of universities in the US including Northeastern Illinois, Chicago State, and the Chicago School of Professional Psychology as well as in Nigeria. He has a wide range of professional and teaching interests including Family System; the interface of psychology and issues of race, ethnicity and poverty; international issues and psychology; spirituality; child and adolescent clinical practice; and sports psychology.

Peter Liu, Ph.D., Core Faculty and Director of the Counseling and Organizational Psychology Program

Dr. Liu completed his B.Sc. and Ph.D. degrees at the University of Toronto and also holds a Certificate in Management (C.M.) from Harvard University. His academic training in Cross-Cultural Educational Psychology is complemented with clinical training at CHEO (Children's Hospital of Eastern Ontario) in Ottawa, Canada and a post-doctoral clinical internship at The University of Zuerich, Switzerland. He has taught Psychology and Management courses for international college students, adult learners and corporate executives. In addition, he has been active in conducting organizational projects, talent assessment and leadership development initiatives for major global corporations. He is a licensed industrial psychologist and specializes in executive coaching, organizational change, emotional intelligence, life span development and career counseling.

Erik Mansager, Ph.D., Core Faculty

Dr. Mansager earned his B.A. in humanities from St. Thomas Seminary College in Denver, his M.A. in marriage and family counseling at the University of Arizona, and his Ph.D. in depth psychology at the Catholic University of Leuven in Belgium. Previously he was the Director of the Counseling Center at the University of North Dakota. Dr. Mansager is a licensed clinical professional counselor and he has more than 25 years experience providing therapy and education to abused children, adolescent substance abusers and their parents, as well as mediating acrimonious divorces. He is the immediate Past President of NASAP and has extensive publications and presentations on Adlerian Psychology. He has particular interest in parenting and the integration of psychology and spirituality.

Larry Maucieri, Ph.D., Core Faculty. Coordinator of the Clinical Neuropsychology Program

Dr. Maucieri serves as the Coordinator of the Clinical Neuropsychology Certificate Program. Dr. Maucieri received his Ph.D. in clinical psychology from Fordham University. Before joining Adler in 2005, he completed a pre-doctoral internship at Yale University and a postdoctoral fellowship in clinical neuropsychology at Northwestern Memorial Hospital under the direction of Sandra Weintraub, Ph.D., ABPP, Robert Hanlon, Ph.D., ABPP and Nancy Johnson, Ph.D., ABPP. He teaches courses and supervises research at Adler involving neuropsychology, intellectual assessment, cognitive-affective neuroscience, and geriatrics. He also maintains a private practice in adult neuropsychology, examining clients for the presence and impact of dementia, ADHD, stroke, head trauma, anxiety and mood disorders. Some of his recent scholarship involves aspects of head trauma, decision-making capacity, dementia, and applied psychometrics.

Steven Migalski, Psy.D., Core Faculty

Dr. Migalski has been at Adler since November 2004. He received his B.S. in Psychology from Loyola University Chicago and both the Master's and Doctorate from the Illinois School of Professional Psychology. He teaches primarily in the areas of personality and intellectual assessment, lifespan development, cognitive-behavioral therapy, clinical child psychology and psychological report writing. He is also the faculty advisor to the Adler Gay, Lesbian, Bisexual and Transgender (GLBT) Association. Additionally, he is the Coordinator of Assessment at the Psychological Services Center, where he provides clinical supervision to externs, and also to the interns matriculated in our APA-accredited pre-doctoral internship program. His clinical interests include (1) ADHD and learning disorders in children, adolescents and adults, (2) MMPI-2/Rorschach integration, (3) primary and secondary prevention of anxiety and depression, (4) HIV-risk reduction and (5) clinical practice with gay, lesbian, bisexual and transgender individuals and (5) pedagogical and professional issues in the training of clinical and counseling psychologists.

Nataka Moore, Psy.D., Core Faculty and Associate Director of Training and Community Service

Dr. Moore earned her M.A. and Psy.D. at the Illinois School of Professional Psychology (Chicago). Dr. Moore's interests include promoting diversity and social justice, administration and leadership, and clinical work with children, adolescents and families.

Harold Mosak, Ph.D., Distinguished Service Professor

Dr. Mosak serves as Chair of the Doctoral Scholars in Clinical Psychology Program. Dr. Mosak earned his A.B. in Psychology and Ph.D. in Clinical Psychology at the University of Chicago. He is a Diplomate in Clinical Psychology

of the American Board of Professional Psychology, a Life Member and Fellow of the APA, and a Licensed Clinical Psychologist. Dr. Mosak teaches courses in Adlerian theory and methods, clinical seminars, and a yearlong "Adler from Scratch" series. His additional interests include the use of humor, the role of the spiritual in psychotherapy, multiple psychotherapy, and group and couples therapy.

Wendy Paszkiewicz, Psy.D., Director of Training and Community Service and Core Faculty

Dr. Paszkiewicz earned her B.S. in Psychology at Michigan State University and her Psy.D. in Clinical Psychology at the Illinois School of Professional Psychology/Chicago. She is a Licensed Clinical Psychologist and maintains a private practice serving children, adolescents and families. Dr. Paszkiewicz teaches practicum and internship seminars. Her additional interests include managerial psychology, social interest and responsibility, diversity issues, and education and training in professional psychology. Dr. Paszkiewicz is actively involved in the National Council of Schools and Programs in Professional Psychology (NCSPP) and is currently the Secretary/Treasurer for this organization. She is also President-Elect for the Association of Chicagoland Externship and Practicum Training Sites (ACEPT), which is an organization focused on enhancing the quality of practicum training within professional psychology.

Victoria Priola-Surowiec, Psy.D., Core Faculty and Director of the Police Psychology Program

Dr. Priola-Surowiec joined the Adler Faculty in July 2006. She earned her B.S. in Psychology at the University of Illinois-Champaign-Urbana and her M.A. in Counseling Psychology and Psy.D. in Clinical Psychology from the Adler School of Professional Psychology. She is a Licensed Clinical Psychologist and maintains a private practice in Chicago serving police officers and their families. Formerly, she was the Director of Training at *Safe Alternatives*, an inpatient treatment program for individuals who engage in self-destructive behaviors including self-injury. Dr. Priola-Surowiec teaches courses in Adlerian theory and methods, basic assessment and interviewing and professional development. Her additional interests include psychoanalysis, mentoring, attachment theory and parenting.

Gregory M. Sarlo, Psy.D., Core Faculty and Director of the Counseling Psychology Program

Dr. Sarlo is a Coordinator of the Clinical Comprehensive and Qualifying Examinations at the Adler School of Professional Psychology. He is the Founder and Clinical Director of Psychological Consultations, a Private Clinic in Lincoln Park, IL. He has worked with the LGBT community providing services since 1987. Dr. Gregory Sarlo has devoted his life's work to the community, served

for 5 years as a steering committee member and chair of the Midwest Association of Gay and Lesbian Therapists, and works with the HIV impacted community providing studies and neuropsychological testing. He provides training for graduate students. As an Executive Council member and President Elect of the Illinois Psychological Association and former Chair of the Sexual Orientations section, he continues to keep the area of Diversity in the forefront of discussions in the professional community. Dr. Sarlo is the Former Co-Director of M.A.O. Programs at the Adler School. He is a Regional Presenter for APA and Project HOPE, providing training to Psychologists in Advanced Ethical issues working with the HIV population, and the Past President and Co-Founder of ACEPT (Association of Chicagoland Externship and Practicum Training Sites).

Nancy Slater, Ph.D., Core Faculty and Director of the Art Therapy Program

Dr. Slater earned her B.A. in Psychology at the University of Michigan, her M.A. in Art Therapy at the University of Louisville, and her Ph.D. in Psychology at the Union Institute. She is a Registered Art Therapist (A.T.R.) of the American Art Therapy Association, and a Board Certified Art Therapist (ATR-BC). Dr. Slater is the coordinator of the International Networking Group of Art Therapists. Currently she is the chair of the American Art Therapy Association Ethics Committee. Dr. Slater has taught and directed graduate art therapy programs in Melbourne, Australia, and in Beer Sheva, Israel. She has given conference presentations and consultation in countries outside the US. Dr. Slater's teaching interests include art therapy ethics, art therapy addressing the effects of trauma, multicultural approaches to art therapy and clinical supervision. Her additional interests include art therapy research, international collaborative training and research, and multicultural art therapy intervention in response to domestic violence and sexual assault, to substance abuse, and to the effects of interpersonal violence and war.

J. Sherrod Taylor, J.D., Core Faculty and Faculty Fellow at the Adler Institute on Social Exclusion

Sherrod Taylor conducts public policy research on deprivation, marginalization and poverty issues and teaches psychology, law and social justice. He received his B.A. in history from the University of Georgia, his M.A. in history from the University of New Mexico, and his J.D. in law from the University of Georgia School of Law. He is the author of *Neurolaw: Brain and Spinal Cord Injuries* and numerous other publications that have appeared in the peer-reviewed and popular presses of six different countries. He is a frequent speaker at national and international conferences and a former adjunct instructor at the Emory University School of Medicine. Mr. Taylor is a member of the Society for Neuroscience, the American Bar Association, and the editorial board of *Brain Injury Professional*. He has a keen interest in law and literature and in outsider art.

Thomas Todd, Ph.D., Core Faculty and Director of the Marriage and Family Therapy Program

Dr. Todd earned his B.A. in Psychology at Princeton University and his Ph.D. in Clinical Psychology at New York University. He is a Diplomate of the American Board of Family Psychology; a Fellow of the Division of Family Psychology (APA) and of the American Association for Marriage and Family Therapy; a Licensed Clinical Psychologist, and an AAMFT Approved Supervisor. Dr. Todd teaches courses in marriage and family therapy, clinical supervision, and practicum seminars. His additional interests include qualitative research, substance abuse, eating disorders, supervision, and outcome assessment.

Lynn C. Todman, Ph.D., Director of the Adler Institute on Social Exclusion and Core Faculty

Dr. Todman received her BA from Wellesley College and a Masters in City Planning (MCP) and a Ph.D. in Urban and Regional Planning from the Massachusetts Institute of Technology (MIT). Dr. Todman's main areas of research and teaching interests are urban poverty and other forms of disadvantage, and human rights. Her specific interests lie in the analyses of societal structures and the ways in which they systematically cause disadvantage or breach basic human rights. Her approach to her work is highly multidimensional, drawing on such diverse disciplines as political economy, sociology, political science, urban development, public health, and systems' behavior. She has lived and worked in Sweden, Belgium, the UK and Italy. Dr. Todman is a member of the International Sociological Association and the American Planning Association.

Jerry Westermeyer, Ph.D., Core Faculty

Dr. Westermeyer earned his B.A. in History and Political Science at St. Mary's College (Winona, Minn) and his M.A. in International Relations and Ph.D. (Committee on Human Development) at the University of Chicago. He is a Licensed Clinical Psychologist and his clinical orientation is psychodynamic. Dr. Westermeyer teaches courses in psychopathology, human development and research methods largely using a shared inquiry pedagogy and his additional teaching interests include psychoanalysis and political psychology. His publications include research on successful aging, course and outcome of mental illness, schizophrenia, mood disorders, suicide, work and social adjustment, prognosis, diagnosis, systems theory, ego mechanisms of defense, Erikson's life cycle model and positive mental health. Dr. Westermeyer has been conducting a 48 year prospective follow-up of men initially selected for health as well as a longitudinal study of 465 outpatients evaluated at the Dreikurs PSC. His social justice concerns include public policy, advocacy for the seriously mentally ill and economic issues (and children's issues) in developing countries (especially in El Salvador).

Ian Wickramasekera II, Psy.D., Core Faculty, Coordinator of the Clinical Hypnosis Program

Dr. Wickramasekera is Coordinator of the Clinical Hypnosis Certificate Program. Dr. Wickramasekera earned his B.S. in Psychology with Honors Distinction from the University of Illinois at Champaign-Urbana and his Psy.D. from the Illinois School of Professional Psychology at Chicago. He is licensed in clinical psychology and has worked in a variety of health psychology settings such as pain management and mind/body medicine. In his clinical work he draws upon his background in Buddhism, cognitive neuroscience, humanistic/transpersonal psychology, and mind/body medicine. His major clinical and research interests involve the application of techniques in mind/body medicine such as hypnosis, meditation, and biofeedback to a wide variety of health problems such as chronic pain. He is the current Secretary of the APA's Division of Psychological Hypnosis (Division 30). His research has appeared in the International Journal of Clinical and Experimental Hypnosis, Journal of Humanistic Psychology, and in Dissociation. Dr. Wickramasekera is also an Associate Editor of the American Journal of Clinical Hypnosis.

Torrey Wilson, Core Faculty and Doctoral Program Director

Dr. Wilson earned his Ph.D. in Counseling Psychology from Loyola University. Dr. Wilson served as the program director at Gilda's Club, a cancer support center. He has also held administrative positions at the American Medical Association and Rush-Presbyterian-St. Luke's Medical Center-Rush University. He has been involved in teaching and training at Rush and as a faculty member at Northeastern Illinois, Loyola, and Aurora universities, as well as providing management and diversity training to corporations and organizations as a consultant. Dr. Wilson is a former president of the Chicago Chapter of the Association of Black Psychologists (2003-2004) and serves on several non-profit and organizational boards. Dr. Wilson's interests include multicultural psychology, health psychology/behavioral medicine, and public health.

Part-Time Program Faculty –

*Leo Lobl, M.S.S.A., Distinguished Service Professor,
Part-Time Program Faculty*

Mr. Lobl earned his B.A. at Queens College, his M.S.S.A. at the University of Pittsburgh, and his Certificate in Psychotherapy at the Alfred Adler Institute of Chicago. He is a Diplomate in Clinical Social Work and a Licensed Clinical Social Worker. Mr. Lobl teaches courses in professional development and clinical seminars for M.A. students.

John F. Newbauer, Ed.D., HSPP, Part-Time Program Faculty

Dr. Newbauer is a Licensed Clinical Psychologist, a Diplomate of the North American Society of Adlerian Psychology, a Diplomate and Fellow of the College

of Forensic Examiners, and Diplomate of the American Board of Psychological Specialties in Psychological Assessment, Evaluation and Testing. Dr. Newbauer teaches courses in Adlerian theory and methods, psychological assessment, gender issues and clinical seminars. His additional interests include correctional and forensic psychology, juvenile delinquency, sexual offenders, clinical hypnosis, custody and parenting issues, spirituality and religion, and gender and multicultural issues. In addition to coordinating the Fort Wayne program, Dr. Newbauer serves as Director of Treatment Services and Diagnostics for the Allen County Juvenile Center, a detention center for the Allen Superior Court in Fort Wayne, Indiana. He also teaches in the summer for the International Committee on Adlerian Summer Schools and Institutes (ICASSI).

Karl Schmitt, Psy.D., Part-Time Program Faculty

Dr. Schmitt received a B.A. in Political Science from the University of New Hampshire and an M.A. and Psy.D. in Clinical Psychology from the Illinois School of Professional Psychology. He served in the US Air Force for 12 years and then private sector Human Resources. He teaches courses in the M.A.O. program where he draws on his experiences in Human Resources, both civilian and military, to prepare students for the challenge of incorporating Adlerian principles into the work place. He is currently working with Dr. Sarlo at a private practice in the Lincoln Park area of Chicago where he sees a variety of clients, couples and families as well as trains doctoral students on therapy and diagnostic practice.

Mark Stone, Ed.D., Psy.D., Distinguished Service Professor and Part-Time Program Faculty

Dr. Stone earned his B.A. and B.M. at North Park College, his M.M. at Roosevelt University, his M.S. and Ed.D. at Northern Illinois University, his C.A.S. at the University of Chicago, and his Psy.D. in Clinical Psychology at Forest Institute of Professional Psychology. He is a Diplomate of the American Board of Professional Psychology and a Diplomate and Fellow of the American Board of Medical Psychotherapists, a Licensed Clinical Psychologist, a Nationally Certified Career Counselor, a Nationally Certified Counselor, a Certified School Psychologist, a Nationally Certified Alcohol and Drug Counselor, and a Certified Supervisor and AODA Counselor CSADC. Dr. Stone teaches courses in research methods, statistics, assessment of dementia, and other neurological topics. His additional interests include Rasch measurement, data analysis, attention and memory, treatment of sex offenders, psychotherapy, organizational consulting, and supervision.

Joseph Troiani, Ph.D., Part-Time Program Faculty and Coordinator of the Substance Abuse Program

Dr. Troiani earned his B.A. in Psychology/Sociology at Northeastern Illinois University, his Master's in Health Administration at Governors State University,

and his M.A. and Ph.D. in Clinical Psychology at the Fielding Institute. He is a Certified Addictions Counselor. Dr. Troiani teaches courses in substance abuse assessment and treatment. His additional interests include aggression and violence, the mentally ill substance abuser, domestic violence and sex offenders, community mental health, behavioral health and public policy, political psychology, and health care administration.

Faculty Emeritus/Emerita

Jane Griffith, M.A.T., M.A. Faculty Emerita

Ms. Griffith earned her B.A. at Hollins College, her M.A.T. at the University of Maine, and her M.A. in Counseling Psychology at the Alfred Adler Institute of Chicago. She is a Nationally Certified Counselor and a Licensed Clinical Professional Counselor. Ms. Griffith teaches courses in Adlerian theory and methods and professional writing. Her additional interests include the psychology of illness and wellness.

*Robert Powers, M.Div., M.A., Distinguished Service Professor
and Faculty Emeritus*

Mr. Powers earned his B.A. in Philosophy at Capital University, his M.Div. at Yale University, his M.A. at the University of Chicago, and a Certificate in Psychotherapy at the Alfred Adler Institute of Chicago. He is a Licensed Clinical Psychologist. Mr. Powers teaches courses in Adlerian theory and methods and spirituality and psychology. His additional interests include couple, family, and child therapy.

*Norman Silverman, Ph.D., Distinguished Service Professor
and Faculty Emeritus*

Dr. Silverman earned his B.A. in Social Science at George Williams College, his M.A. and Ph.D. in Clinical Psychology at Loyola University, and a Certificate in Psychotherapy at the Alfred Adler Institute of Chicago. Dr. Silverman teaches courses in the history and systems of psychology, comparative psychotherapies, personality theory, and Adlerian theory. His additional interests include the philosophy of psychology, human sexuality, social psychology, class structure, politics, ethnic diversity, and birth order.

Judy Sutherland, Ph.D., Distinguished Service Professor and Faculty Emerita

Dr. Sutherland is a former Director of the Art Therapy programs at the Adler School. Dr. Sutherland earned her B.A. in Art and French at Lawrence University, her M.A. in Counseling Psychology at the Alfred Adler Institute of Chicago, and her Ph.D. in Art Therapy at the Union Institute. She is a Registered Art Therapist and Board Certified (ATR-BC) of the American Art Therapy Association, and a Licensed Clinical Professional Counselor. Dr. Sutherland's teaching interests include integrating art therapy with Adlerian

theory and methods, heuristic research using art therapy, group art therapy, dreams, creativity, and spirituality.

Adjunct Faculty

Gregory Anderson, Ph.D.
Adler School of Professional Psychology

Stephanie Benedict, Psy.D.
Illinois School of Professional Psychology

Kathie Benson, Psy.D.

Russell Bishop, Psy.D.
Adler School of Professional Psychology

Martha Bockian, Ph.D.
Fordham University

Pamela Brand, Psy.D.
Illinois School of Professional Psychology

James Bruce, Ph.D.
Illinois Institute of Technology

Jonathan Bundt, M.A.
Alfred Adler Graduate School – Minnesota

Dora Castro-Ahillen, M.A.
Adler School of Professional Psychology

Peter Demuth, Psy.D.
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Bruce Dykeman, Ph.D.
University of Wisconsin-Milwaukee

Dan Friedman, Psy.D.
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Mark Friedmeyer, M.S.
Purdue University

Carmen Haley, Psy.D., ATR
Adler School of Professional Psychology

Clive Hazell, Ph.D.
Northwestern University

Edmund Kantor, M.A.

Bill Karmia, M.A.
Governors State University

Lisa Lavella, Psy.D.
Adler School of Professional Psychology

Russell Leander, M.A.
University of Illinois

Bernie Liebowitz, Ph.D., CMC

Leo Lobl, MSW

Mary Helen McGreevy, Psy.D.

Catherine McNeilly, Psy.D.
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Justin McPheters, M.A.
Syracuse University

Al Milliren, Ed.D., N.C.C.
University of Illinois

Katie Patterson, LPC, ATR-BC
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Gary Phillips, S.T.D.
Garrett Evangelical Theological Seminary

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Claudia Voisard, M.Ed., NCC
State University of New York (Buffalo)

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Charlene Wenc, M.A.
DePaul University

Les White, Psy.D.
Adler School of Professional Psychology

Carol Wozniowski, M.A.
University of Chicago

David Yesko, M.A., L.P.C.
Adler School of Professional Psychology

Cynthia Ziemer, Ph.D.
Illinois School of Professional Psychology

Vancouver Campus

Neil Mathur, M.Ed., Ph.D., Dean of Vancouver Campus

Most recently, Dr. Mathur was the Dean of the Vancouver location of the New York Institute of Technology. Previously, he has served as the Director of Academic Affairs for the Vancouver Campus of the University of Phoenix, as the Dean of the Self-Improvement Center of Ottawa and Bombay, and as the Assistant to the Dean at the Center for Learning and Assessment at Cambridge

College in Massachusetts. Dr. Mathur interned at Massachusetts General Hospital (training ground for Harvard University) for his Masters and worked with Partners Healthcare in Boston. Dr. Mathur brings 16 years of experience in higher education and psychology to the School and he is experienced in working with the Ministry of Education in British Columbia. His teaching and work have included Adlerian psychology.

Adjunct Faculty

David Aboussafy, Ph.D., R. Psych
McGill University

Bob Armstrong, Ph.D., R. Psych
University of Arizona

Deb Bailey, M.A., R.C.C.
Adler School of Professional Psychology

Sheila Boyce, M.A., R.C.C.
Adler School of Professional Psychology

Lee Butterfield, Ph.D., R. Psych
The University of British Columbia

Doug Cohen, Ph.D., R. Psych
Simon Fraser University

Georgeanna Drew, M.A., R.C.C.
Adler School of Professional Psychology

Wayne Emery, Psy.D., R.Psych.
Adler School of Professional Psychology

Rick Hancock, Psy.D., R. Psych
Southern California University for Professional Studies

Mavis Lloyd, Ph.D., R.C.C.
University for Integrative Learning

Teal Maedel, M.A., R. Psych
Adler School of Professional Psychology

Asa-Sophia Maglio, Ph.D. (cand.)
The University of British Columbia

Bonnie Mason, M.A., R.C.C.
Adler School of Professional Psychology

Gloria McArter, Ph.D., R.C.C.
Southern California University for Professional Studies

Jan McNeil, M.A., R.C.C.
Adler School of Professional Psychology

Theresa Nicassio, Ph.D., R.Psych.
The Ohio State University

Joti Samra, Ph.D., R.Psych.
Simon Fraser University

Gary Snyder, Psy.D., R.Psych.
Massachusetts School of Professional Psychology

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Human Resources Manager
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Assistant Systems Administrator
Director of Community Service Career
Development
Admissions Recruiter
Director of Training and Community Service
PSC Office Manager
Receptionist
Faculty Fellow Institute on Social Exclusion
Academic Support Services Counselor
Executive Assistant to the Vice President of
Administration
Administrative Assistant to the Director,
Institute on Social Exclusion, and the
Director of Student and Alumni Affairs
Serials & Electronics Resources Librarian

Associate Director of Admissions
Registrar/Office Manager
Library/Administrative Assistant
Admissions Counsellor
Receptionist
Receptionist

Academic Calendar

2007 – 2008			
	Event	Date	Comments
	M.A. Orientation	Tuesday, August 28, 2007	
	Psy.D. Orientation	Wednesday, August 29, 2007	
	Orientation City Excursions	Thursday, August 30, 2007	
	Orientation City Excursions	Friday, August 31, 2007	
	Labor Day	Monday, September 3, 2007	Chicago Campus Holiday
	Fall Semester Begins	Tuesday, September 4, 2007	
F a l l	Add / Drop Week	Tuesday, September 4 – Monday, September 10, 2007	
	Explorers Day	Monday, October 8, 2007	Chicago Campus Holiday
	Thanksgiving	Monday, October 8, 2007	Vancouver Campus Holiday
	Remembrance Day	Monday, November 12, 2007	Vancouver Campus Holiday
	Thanksgiving	Thursday, November 22, 2007	Chicago Campus Holiday
	Day After Thanksgiving	Friday, November 23, 2007	Chicago Campus Holiday
	Spring Registration	Monday, November 26 – Friday, November 30, 2007	
	Fall Semester Ends	Monday, December 17, 2007	
	Christmas Eve	Monday, December 24, 2007	Chicago Campus Holiday
		Christmas Day	Tuesday, December 25, 2007
	Boxing Day	Wednesday, December 26, 2007	Vancouver Campus Holiday
	New Year's Day	Tuesday, January 1, 2008	Chicago/Vancouver Campus Holiday
	M.A. & Psy.D. Orientation	Thursday, January 3, 2008	
	Orientation City Excursions	Friday, January 4, 2008	
S p r i n g	Spring Semester Begins	Monday, January 7, 2008	
	Martin Luther King Day	Monday, January 14, 2008	Chicago Campus Holiday
	Presidents Day	Monday, February 18, 2008	Chicago/Vancouver Campus Holiday
	Good Friday	Friday, March 21, 2008	Chicago/Vancouver Campus Holiday
	Easter Monday	Monday, March 24, 2008	Vancouver Campus Holiday
	Summer Registration	Monday, March 24 – Friday, March 28, 2008	
	Spring Semester Ends	Monday, April 14, 2008	
	Summer Semester Begins	Monday, May 5, 2008	
S u m m e r	Add / Drop Week	Monday, May 5 – Friday, May 9, 2008	
	Victoria Day	Monday, May 19, 2008	Vancouver Campus Holiday
	Memorial Day	Monday, May 26, 2008	Chicago Campus Holiday
	Canada Day	Tuesday, July 1, 2008	Vancouver Campus Holiday
	Independence Day	Friday, July 4, 2008	Chicago Campus Holiday
	Civic Holiday	Monday, August 4, 2008	Vancouver Campus Holiday
	Summer Semester Ends	Monday, August 18, 2008	