



# Course Catalog

**2018-2019**



## **Adler University**

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**adler.edu**

## ACCREDITATION AND APPROVALS

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

- Adler University has been continuously accredited since 1978 by the Higher Learning Commission. The Commission can be contacted at 230 South LaSalle St., Suite 7-500, Chicago, IL 60604; 800.621.7440 or 312.263.0456; email: [info@hlcommission.org](mailto:info@hlcommission.org); website: [hlcommission.org](http://hlcommission.org).
- The Doctoral Program in Clinical Psychology at the Adler University Chicago campus has been accredited by the American Psychological Association (APA) since 1998. The APA's Committee on Accreditation can be contacted at the Office of Program Consultation and Accreditation, 750 First St. NE, Washington, DC 20002; 800.374.2721 or 202.336.5979; website: [apa.org](http://apa.org).
- The Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP can be contacted at 1001 North Fairfax St., Suite 510, Alexandria, VA 22314; 703.535.5990; website: [cacrep.org](http://cacrep.org).
- Adler University's Community Health Services Internship in Clinical Psychology at the Adler University Chicago Campus has been accredited by the American Psychological Association (APA) since 2005. The APA's Committee on Accreditation can be contacted at the Office of Program Consultation and Accreditation, 750 First St. NE, Washington, DC 20002; 800.374.2721 or 202.336.5979; email: [apaaccred@apa.org](mailto:apaaccred@apa.org); website: [apa.org](http://apa.org).
- The Master of Arts in Counseling: Specialization in Rehabilitation Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP can be contacted at 1001 North Fairfax St., Suite 510, Alexandria, VA 22314; 703.535.5990; website: [cacrep.org](http://cacrep.org).
- The Master of Arts in Couple and Family Therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). COAMFTE can be contacted at 112 South Alfred St., Alexandria, VA 22314; 703.838.9808; email: [coa@aamft.org](mailto:coa@aamft.org).
- The Doctoral Program in Clinical Psychology is listed as a Designated Doctoral Program in Psychology by National Register of Health Service Psychologists. The Register can be contacted at 1200 New York Ave. NW, Suite 800, Washington, DC 20005; 202.783.7663; website: [nationalregister.org](http://nationalregister.org).
- The Substance Abuse Counseling certificate program is approved by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) as an advanced counselor training program. The IAODAPCA can be contacted at 401 E. Sangamon Ave., Springfield, IL 62702; 217.698.8110; website: [iaodapca.org](http://iaodapca.org).
- The Master of Arts in Counseling: Art Therapy (Chicago) is approved by the American Art Therapy Association (AATA). AATA can be contacted at 4875 Eisenhower Ave., Suite 240, Alexandria, VA 22304; 888.290.0878; website: [arttherapy.org](http://arttherapy.org).

- The Master of Arts in Counselling: Art Therapy (Vancouver) is approved by the British Columbia Art Therapy Association (BCATA) and the Canadian Art Therapy Association (CATA). BCATA can be contacted at Suite 123 101-1001 West Broadway, Vancouver, BC V6H 4E4; 1-604-878-6393; website: <http://bcarttherapy.com/bcata>. CATA can be contacted at P.O. Box 658, Stn Main, Parksville, BC V9P 2G7; website: <http://canadianarttherapy.org>.
- Degree programs offered at Adler University's Vancouver Campus have ministerial consent under the authority of the Degree Quality Assessment Board (DQAB). DQAB can be contacted at Ministry of Advanced Education, Government of British Columbia, P.O. Box 9080, Stn Prov Govt, Victoria, BC V8W 9E2; website: [gov.bc.ca/aeit](http://gov.bc.ca/aeit).
- Adler University is approved to operate and grant degrees in the state of Illinois by the Illinois Board of Higher Education (IBHE). IBHE can be contacted at 431 East Adams St., 2nd Floor, Springfield, IL 62501; 217.782.2551; website: [ibhe.org](http://ibhe.org). In addition to utilizing Adler's compliant resolution processes, students can file complaints with IBHE at <http://complaints.ibhe.org>.
- Select Adler University educational programs are approved by the Illinois Department of Veterans' Affairs.
- Adler University is authorized under federal law to enroll eligible international students.
- Adler University is approved by the American Psychological Association, the Illinois Department of Financial & Professional Regulation, and the Illinois Alcohol and Other Drug Abuse Professional Certification Association as a provider of Continuing Education (CE) programs.

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## THE UNIVERSITY: AN OVERVIEW

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

More than 1,400 students are enrolled at the University's campuses in downtown Chicago and Vancouver and through our Online Campus. Our institutes and centers engage students, faculty, practitioners, and communities in advocacy, applied research, and action for social justice. Adler University holds the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching, recognizing higher institution practices for exemplary community engagement.

Adler University is named for Alfred Adler (1870–1937), a physician, psychotherapist, and founder of Adlerian psychology. His work pioneered attention to community life, prevention, and population health and emphasized the human need and ability to create positive social change and impact. Alfred Adler held equality, civil rights, mutual respect, and the advancement of democracy as core values. He was one of the first to use public education as a way to address community health and was among the first to write about the social determinants of health and of mental health. His values and concepts drive the mission, work, and values at Adler University today.

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

Through practica, internships, training, and community engagement with Adler's hundreds of community partners including government, advocacy, human service, and other agencies at all levels, Adler University students provide more than 500,000 direct service hours to communities each year.

## Campus Facilities

### CHICAGO CAMPUS

#### ONLINE CAMPUS

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

Adler University's downtown Chicago facility is the location for its Chicago Campus and for the leadership and administration of the Online Campus. The campus boasts LEED Gold certification for environmental innovation and provides Adler University students with classrooms equipped with state-of-the-art smart technology; a library with dedicated space for instructional support; Mediascape collaborative workspaces; a wellness studio for yoga, meditation, and relaxation; and many other features that support wellness and a collaborative learning environment.

The Chicago Campus is easily accessible by bus, train, or automobile, and features secure bicycle storage facilities. Located near campus are a number of prestigious colleges and universities, government centers, public libraries, lakefront parks, theater and shopping districts, and museums. Major tourist attractions include the Art Institute of Chicago, Water Tower Place, Navy Pier, Auditorium Theatre, Chicago Theater, Oriental Theater, Willis Tower, Shedd Aquarium, Adler Planetarium, and the Field Museum of Natural History.

### VANCOUVER CAMPUS

520 Seymour Street  
Vancouver, BC V6B 3J5  
Canada  
236.521.2500  
adler.edu

The Vancouver Campus moved into a new, state-of-the-art facility in downtown Vancouver in February 2017. The campus comprises 30,500 square feet on five contiguous floors of the building. The campus was designed to achieve LEED certification and is eligible for a LEED Gold rating.

The campus is highly functional, supports the culture of the University, and maintains the identity of the community within. It has considerable open space for collaboration and movement that creates a positive student experience and connections among students, faculty, and staff while supporting the technology requirements of future generations.

In addition to these features, the building in which the campus is situated includes underground parking, a workout/yoga studio, and a rooftop terrace. The campus is close to regional transit. Access to the Canada Line, SkyTrain, and SeaBus is within two blocks of the facility, and many of the city's major bus routes converge close to campus.

## ONLINE CAMPUS

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

## Mission, Values, and Vision

Adler University continues the pioneering work of the first community psychologist, Alfred Adler, by graduating socially responsible practitioners, engaging communities, and advancing social justice.

The values held by Adler University as relevant to its mission are:

- **Social Interest:** We are part of and invested in community, and we act and collaborate with compassion and social responsibility.
- **Pluralism:** We respect and celebrate human diversity and difference.
- **Courage:** We encourage leadership, innovation, and creativity, act on principle, and challenge the status quo.
- **Excellence:** We embrace the highest level of quality, rigor, and integrity for education, scholarship, performance, and outcomes.
- **Pragmatism:** We are outcome-oriented and evidence-based, and we pursue real-world solutions and measurable results.

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

## Socially Responsible Practice

Advancing the work of Alfred Adler, Adler University and its mission emphasize the importance of educating socially responsible practitioners. Today's social challenges demand highly trained, relevant, and inventive practitioners to address them. No other institution prepares practitioners in the particular way that Adler University prepares socially responsible practitioners because we are uniquely and specifically informed by Alfred Adler's ideas and constructs. *Gemeinschaftsgefühl* – Adler's concept of social interest, or the relationship between health and community – is the foundation upon which we engage in the work of social justice and preparing practitioners to work in our communities.

The ability to engage in socially responsible practice is a required competency in all Adler University degree programs. Attainment of this competency is achieved through practical training, coursework, and other activities. The Social Justice Practicum (SJP) offers students a broad range of community-based experiences; classes provide information on theories and research on the effects of structural and systemic variables on human well-being; and educational and community engagement activities and programs provided by Adler Community Health Services, the Department of Community Engagement, and the University's institutes and centers provide students with opportunities to learn how to identify and address a wide range of clinical and social issues.

Socially responsible practitioners possess knowledge, skills, and attitudes that allow them to:

- Understand the role of social context in conditioning individual, community, and population health;
- Integrate this understanding into professional practice; and
- Collaborate with others to reform social, political, and other structures and systems that adversely affect well-being.

## **Family Educational Rights and Privacy Act (FERPA)**

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

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

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

FERPA provides students the following rights:

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

- To consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent, such as directory information. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff), or a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, or the National Student Clearinghouse). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Students who believe their privacy has been violated have the right to file a written grievance with the Office of the Registrar by following the Student Complaint policy and procedures online at [adler.edu](http://adler.edu).
- Students are informed of their rights under FERPA each October by the Office of the Registrar. The annual FERPA notice is located on the Office of the Registrar page on Adler Connect. For the annual notice, please go to <https://connect.adler.edu/student-services/registrar>.

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

### **DIRECTORY INFORMATION**

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

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

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

Students may restrict the release of any item of information considered directory information by submitting a written request via their Adler University email account to their campus's Office of the Registrar. The decision to restrict directory information will apply to all requests for directory information from within and outside Adler University, including prospective employers. These restrictions will remain in effect until the Office of the Registrar is informed in writing to remove the restrictions.

### **COMMENCEMENT/GRADUATION ACTIVITIES**

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

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

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

### **DECEASED STUDENT RECORDS**

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

### **MAILING LISTS**

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

### **ADDITIONAL QUESTIONS**

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

## **Personal Information Protection Act (PIPA) – Vancouver Campus**

British Columbia's Personal Information Protection Act (PIPA) sets out the rules for how private sector and nonprofit organizations, such as Adler University, may collect, use, or disclose information about its students.

Adler University collects relevant personal information about its students and has processes in place to protect the privacy of these records. Student records will not be disclosed to a third party unless the student has given written consent or the request qualifies as a legal exception. To release their information to a third party, students must complete and submit the FERPA-PIPA document release form online at [adler.edu](http://adler.edu).

Students have access to their academic file through the Office of the Registrar. Students who wish to see the contents of their academic file should submit a written request to the Office of the Registrar. The Office of the Registrar can take up to 30 days to respond to a student request. Students can submit correspondence to be filed in their academic file to the Office of the Registrar.

Students who believe that their privacy rights have been violated have the right to file a written complaint with the University Commissioner. The designated University Commissioner is the Vancouver Campus Executive Dean. The University Commissioner can conduct an investigation and will respond to the complaint in writing. For questions about confidentiality of records and privacy of students, please contact the Dean of the Vancouver Campus at 236.521.2401. If the concern is not resolved with the University Commissioner, students can contact the Office of the Information and Privacy Commissioner for British Columbia at [info@oipc.bc.ca](mailto:info@oipc.bc.ca).

## **Students with Disabilities**

It is the policy of Adler University to offer reasonable accommodations to students with qualified disabilities in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the B.C. Human Rights Code. If a student with a disability wishes to receive accommodations in order to participate in the courses, programs, or activities offered by the University, the student may request accommodations by contacting the Office of Student Affairs. The use of these services is voluntary and confidential. Students must request accommodations prior to the implementation of needed accommodations. Accommodations cannot be applied retroactively.

Any student with an appropriately documented disability, including psychological, medical, physical, visual, hearing, and learning disabilities, is eligible for reasonable accommodations. Faculty should direct all students with inquiries or concerns regarding disabilities or accommodations to the Office of Student Affairs, whose staff will work directly with students to develop reasonable accommodation plans. The Office of Student Affairs will work with any faculty member regarding the provision of reasonable accommodations to students with documented disabilities. Students seeking accommodations on the Vancouver Campus should contact the Director of Admissions and Student Services.



## Diversity

Celebrating the richness of human diversity is at the heart of Adler University's commitment to social responsibility and is reflected in the content of our curricula and makeup of our community. Apparent differences in race, ethnicity, language, religion, values, beliefs, abilities, class, sexuality, gender, and age are woven into the fabric of excellence at Adler University. At every level of our organization, we invite and embrace diversity of faculty, staff, students, sponsors, trustees, vendors, and our wide range of business partners.

The curricula for all programs provide the opportunity for students to acquire knowledge, skills, and values related to individual and group diversity. Field placements for clinical training are available in areas where the clientele is partly or primarily from traditionally underserved communities.

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

## Active Duty Military

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

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

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

## Organization and Governance

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

## Rights Reserved

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

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

## ADLER UNIVERSITY LIBRARY SERVICES

The Adler University Library plays a key role in the development of socially responsible practitioners and collaborates with faculty to support students in their achievement of the University's institutional learning outcomes at all Adler University campuses. 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 and faculty.

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

Library services for Adler University students and faculty include:

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

The Library manages access to 56 online databases in the social sciences including peer-reviewed journal article databases, virtual reference libraries, and streaming video collections. The Library also subscribes to over 700 individual journal titles through single-title subscriptions and journal packages. Through these collections and our article databases, we provide access to discipline-specific, peer-reviewed journals in all Adler University areas of study.

The Library provides access to over 379,000 unique e-book titles, and the Library's print collection includes 14,300 circulating print books. The Library is also a governing member of the Consortium of Academic and Research Libraries in Illinois (CARLI) and participates in CARLI's I-Share integrated library system composed of 86 college and university member libraries in Illinois. Through I-Share, the Adler University community has access to a combined collection of over 38 million unique items.

The Library is also a member of the Center for Research Libraries (CRL) and of the Reaching Across Illinois Library System (RAILS). These memberships enable the Library to participate in resource sharing and collection development programs on a statewide and a national scale.

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

## **THE CENTER FOR LEARNING AND TEACHING**

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

The CLT offers writing and research support utilizing individual consultation and technology for greater access to all students, faculty, and staff. Information about the resources offered through the CLT are available on Adler Connect. Anyone who would like to receive more information or to offer suggestions for programming may contact the CLT by email ([CLT@adler.edu](mailto:CLT@adler.edu)) or telephone (312.662.4200).

## **DEPARTMENT OF EDUCATIONAL DESIGN AND INNOVATION**

The Department of Educational Design and Innovation at Adler University is responsible for ensuring the development of high-quality instructional experiences, including online courses and programs. Beyond the development of courses, the department provides education, training, support, and thought leadership in the areas of online teaching and learning, curriculum development, instructional strategies, innovated delivery formats, and educational technology. The department also supports faculty and administration in developing frameworks for quality teaching and learning in diverse environments. The department collaborates with other departments and offices throughout the University to promote a cohesive learning environment.

## ADLER COMMUNITY HEALTH SERVICES

Adler Community Health Services (ACHS), the community-embedded clinical training services entity of Adler University, provides students the opportunity to learn trauma-informed and evidence-based mental health services with underserved populations. ACHS is composed of three divisions: the Division of Community Health Chicago; Division of Juvenile Justice Illinois; and Division of Community Health Vancouver.

Both the Division of Community Health Chicago and Division of Juvenile Justice Illinois offer American Psychological Association–accredited pre-doctoral internship programs for students in the Doctor of Psychology in Clinical Psychology program. Both of these Divisions are also members of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and participate in the APPIC match process. The Division of Community Health Chicago has 12 APA-accredited internship positions for Adler Chicago and Vancouver Psy.D. students. The Division of Juvenile Justice Illinois has three APA-accredited internship positions for Adler Chicago Psy.D. students. The Division of Community Health Vancouver is beginning its first cohort of pre-doctoral internship placements for students

in the Doctor of Psychology in Clinical Psychology program at the Vancouver Campus.

This Division is not accredited by the Canadian Psychological Association or the American Psychological Association and does not participate in the APPIC match process. All three Divisions offer practica placements for students in multiple academic programs based on the number of available opportunities at its contracted clinical community partner sites.

ACHS forms partnerships with community-based service agencies that are unable to offer mental health services on their own. ACHS contracts with these community-based service agencies to provide a wide range of mental health services provided through its student trainees and supervised by registered or licensed clinical supervisors. Clinical services students engage in include individual and group psychotherapy; couple and family therapy; neuropsychological, personality, and cognitive-ability assessment; support groups; parenting groups; consultation; and/or psychoeducational programs. Interns and externs will be assigned to one or more community sites based on their interests, training and educational needs, availability of sites and opportunities, and the clinical skill level of the student trainees. In addition to providing direct clinical service, trainees receive individual, group, and peer supervision, may participate in case management and case disposition meetings, and attend didactic presentations and seminars.

For complete information on all three Divisions of ACHS, please visit [www.adler.edu/achs](http://www.adler.edu/achs).

## THE INSTITUTE ON PUBLIC SAFETY AND SOCIAL JUSTICE

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

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

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

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

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

## **THE CENTER FOR ADLERIAN PRACTICE AND SCHOLARSHIP**

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

Areas of focus of the Center include education, training, consultations, and curriculum design on Adlerian approaches to human development, organizational development, human communities, counseling and psychotherapy, and teaching for Adler University faculty, staff, students, alumni, site supervisors, and community partners, on all three campuses, face-to-face and online. For more information, please visit [adler.edu/page/community-engagement/center-for-adlerian-practice-and-scholarship/about](http://adler.edu/page/community-engagement/center-for-adlerian-practice-and-scholarship/about).

## **U.S. FINANCIAL AID**

In order to be awarded financial assistance through the Office of Financial Aid, a student must complete an annual financial aid application and must meet all eligibility requirements. Students begin the financial aid process by completing and submitting a Free Application for Federal Student Aid (FAFSA) at [FAFSA.ed.gov](http://FAFSA.ed.gov) using Adler's school code (G20681).

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

Financial aid applications are year-specific and must be renewed each academic year in order to continue funding.

Students will be notified of their aid awards via email and will be asked to review them via the Financial Aid Self-Service area of Adler Connect. Students receive access to this site shortly after being officially accepted to Adler University.

Full information related to Adler University's financial assistance programs can be obtained online at [adler.edu/page/footer/disclosures/disclosures/financial-aid](http://adler.edu/page/footer/disclosures/disclosures/financial-aid).

## Financial Aid Eligibility Requirements

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

- Be actively enrolled in a degree or certificate program at Adler University;
- Have a high school diploma, have a recognized equivalent of a high school diploma (GED), or have completed schooling at the secondary level;
- Have a complete financial aid application on file with the University;
- Maintain satisfactory academic progress according to Office of Financial Aid standards;
- Enroll at a certain level for certain aid programs (e.g., some loans require half-time enrollment, etc.);
- Not have a federal or state drug conviction;
- Not be incarcerated, except for certain federal assistance programs;
- Be a U.S. citizen, national, permanent resident, other eligible noncitizen, or a citizen of the Freely Associated States;
- Not be in default on a federal education loan;
- Not owe an overpayment on a federal education grant;
- Not have a defaulted federal education loan or federal grant overpayment in active bankruptcy claim (under certain circumstances);
- Not have federal education loans that were discharged due to total and permanent disability (under certain circumstances);
- Not have borrowed more than the aggregate limits established for the federal loan programs;
- Not have been convicted of, or pled no contest or guilty to, a crime involving fraud in obtaining FSA funds;
- Not have property subject to a judgment lien for a debt owed to the United States;
- Have a Social Security number and provide it to Adler University;
- Have registered with Selective Service (males only), if required by law; and
- Meet all financial aid-specific criteria (certain programs require satisfactory credit checks, require the student to be in a specific academic program, etc.).

### ENROLLMENT STATUS

Federal student loans require a student to maintain at least half-time enrollment as defined by their academic program. Federal work-study does not require at least half-time enrollment. Enrollment status definitions are as follows, with all measures being taken on a per term basis.

Only credits required for degree or certificate completion count in a student's enrollment status for the term.

Program	Full-Time	Half-Time	Less Than Half-Time
Chicago/Vancouver Master's and Certificate Students	8+ credits	4–7 credits	1–3 credits
Chicago/Vancouver Doctoral Students	9+ credits	5–8 credits	1–4 credits
Online Master's and Doctoral Students	6+ credits	3–5 credits	1–2 credits

Exceptions to credit hour requirements for enrollment status are as follows:

- Chicago, Vancouver, or Online Campus graduate students registered for practicum, practicum continuation, dissertation proposal (*non-Psy.D students only*), dissertation, full-time internship, internship continuation, or externship satisfy the full-time enrollment definition.
- Chicago, Vancouver, or Online Campus graduate students registered for dissertation proposal continuation (*non-Psy.D students only*), doctoral dissertation continuation, or half-time internship satisfy the half-time enrollment definition.
- *Important Note:* Effective beginning in the 2017-2018 academic year, dissertation proposal and dissertation proposal continuation have been removed as exceptions to credit hour requirements for enrollment status for Psy.D. students.

### Enrollment Status Considerations When Retaking Coursework

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

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

## Types of Financial Aid

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

- **Grants and Scholarships** – Free money that does not need to be repaid. Most times, this assistance is based on financial need, academics, personal background, essay completion, or some combination of these categories.
- **Loans** – Money that must be repaid at some point in the future, with interest. Graduate student federal loans are not need-based, but there may be a credit check required.

- **Federal Work-Study** – Assistance that is earned through service to the institution or an outside organization. This assistance is need-based.
- **Veterans Education Benefits and Military Assistance** – Assistance available to veterans of the U.S. Armed Forces and their dependents or those on active duty/reserve.

## GRANTS AND SCHOLARSHIPS

### Adler University Scholarships

Adler University is committed to enrolling a diverse and outstanding student body. As such, we offer scholarships for both incoming and current students ranging up to half tuition. Adler University applicants and full-time students are eligible to apply for institutional scholarships. Descriptions of each scholarship and application information can be found on the Adler University public website.

## LOANS

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

### Federal Direct Stafford Loans

The Federal Direct Stafford loan is the basic component of a student's financial aid award package. A student must be enrolled at least half-time to be eligible for federal loans. Interest rates on these loans are fixed, and there are several repayment plans available.

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

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

- Apply for student financial assistance with the University;
- Accept or reject each Federal Direct Stafford Loan offered; and
- Complete both a master promissory note and an entrance counseling session (new borrowers).

### *Maximum Annual and Aggregate Loan Amounts*

Students are held to annual and lifetime aggregate maximums in Federal Direct Stafford Loans. These amounts are based on a student's academic level and/or program.

Program	Annual Loan Limit	Lifetime Aggregate Loan Limit
<b>Graduate Students</b> (Except Chicago Campus Psy.D. Students)	\$20,500 (Unsubsidized only)	\$138,500
<b>Psy.D. Graduate Students</b>	\$37,167 in a 12-month academic year (Unsubsidized only; prorated for academic year less than 12 months)	\$224,000



### *Interest Rates*

- Federal Direct Stafford Loans first disbursed on or after July 1, 2017, and before July 1, 2018, have a fixed interest rate of 6.00%
- Federal Direct Stafford Loans first disbursed on or after July 1, 2018, and before July 1, 2019, have a fixed interest rate of 6.60%.

### *Loan Fees*

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

- Federal Direct Stafford Loans first disbursed on or after October 1, 2017, and before October 1, 2018, will have a loan fee of 1.066%.
- Federal Direct Stafford Loans first disbursed on or after October 1, 2018, and before October 1, 2019, will have a loan fee of 1.062%.

## **FEDERAL DIRECT PLUS LOANS**

Graduate students may apply for a Federal Direct PLUS Loan to assist with educational costs. To be eligible for federal loans, a student must be enrolled at least half-time. These loans have fixed interest rates, and several repayment plans are available. Federal Direct PLUS Loans are not need-based, but a credit check is required. The total amount awarded for the year cannot exceed the student's cost of attendance minus all other forms of financial assistance received. There is no aggregate cap on this loan program.

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

- Apply for student financial assistance with the University;
- Accept or reject each Federal Direct PLUS Loan offered;
- Obtain credit approval for the Federal Direct PLUS Loan at the [studentloans.gov](http://studentloans.gov) website; and
- Complete both a master promissory note and entrance counseling session (new borrowers).

If graduate students are unable to obtain credit approval on their own, they can add a creditworthy co-borrower (endorser), or they may be able to appeal the credit decision due to extenuating circumstances. Additional steps will be necessary in either case.

### *Interest Rates*

Federal Direct PLUS Loans first disbursed on or after July 1, 2017, and before July 1, 2018, have a fixed interest rate of 7.00%. Federal Direct PLUS Loans first disbursed on or after July 1, 2018, and before July 1, 2019, have a fixed interest rate of 7.60%. Interest begins to accrue on these loans as soon as money is disbursed to the student's tuition account.

### *Loan Fees*

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

- Federal Direct PLUS Loans first disbursed on or after October 1, 2017, and before October 1, 2018, will have a loan fee of 4.264%.
- Federal Direct PLUS Loans first disbursed on or after October 1, 2018, and before October 1, 2019, will have a loan fee of 4.248%.

### *Loan Repayment*

Borrowers of federal student loans are required to complete exit counseling on the loan whenever they graduate, withdraw from school (including taking a leave of absence), or cease to maintain at least half-time enrollment. If exit counseling is required, the student will be notified by the Office of Financial Aid.

- Federal Direct Stafford Loans – Repayment does not begin until the conclusion of a six-month grace period. This grace period begins after a student graduates, withdraws from school (including taking a leave of absence), or ceases to maintain at least half-time enrollment.
- Federal Direct PLUS Loans – Repayment begins as soon as the loan is fully disbursed. Students have the option of deferring repayment while the student is enrolled at least half-time, and for a six-month grace period following graduation, or in the event the student withdraws (including taking a leave of absence) or ceases to maintain at least half-time enrollment.

Borrowers have the option of a standard 10-year repayment or other extended repayment options based on time to repayment or the borrower's income. These loans also allow for specific deferments, or time periods when the lender will temporarily suspend collection activity on the loan. Borrowers requiring a temporary postponement or partial reduction in monthly payment may request a forbearance in case deferment is not available.

### **ALTERNATIVE LOANS**

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

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

### **FEDERAL WORK STUDY PROGRAM**

The Federal Work-Study (FWS) program is a need-based employment program funded partially by the U.S. government. FWS participants are paid \$13 per hour to work part-time. Time commitments vary by position; students may work up to 20 hours per week while classes are in session. Positions are available at Adler's Chicago Campus and with select organizations in Chicago.

To qualify for a Federal Work-Study position, a student must:

- Apply for student financial assistance with the University and demonstrate financial need;
- Submit a Work-Study Authorization Form through the Office of Financial Aid;
- Complete all required paperwork with the Office of Financial Aid and Human Resources;
- Interview and be hired for a student worker position.

FWS is a need-based employment program that is factored into the student's overall financial aid package for the year. Student worker positions are not guaranteed, and the earliest a FWS student may begin work is the first official day of class. FWS earnings are taxable and paid biweekly for all hours worked. View open jobs on the Financial Aid page of Adler Connect.

## VETERANS EDUCATION BENEFITS AND MILITARY ASSISTANCE

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

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

### Veterans Education Benefits

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

- The Post-9/11 GI Bill® (Ch. 33, [benefits.va.gov/gibill/post911\\_gibill.asp](https://benefits.va.gov/gibill/post911_gibill.asp)) provides the following benefits to, or on behalf of, the student:
  - A scaled tuition and fee payment ranging between 40 percent and 100 percent of billed mandatory charges, which is dependent on length of active service. This payment is made directly to Adler.
  - A monthly housing allowance (MHA) paid to the student and payable for the zip code where the individual attends the majority of his or her classes.

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

- A books and supplies stipend paid to the student of up to \$1,000 per year paid proportionally based on enrollment.
- Some veterans may be able to transfer their benefits to a spouse or dependent.
- Adler participates in the Yellow Ribbon Program, which entitles veterans at the 100 percent tier level to receive full payment of their mandatory charges in excess of the annual cap.

Active duty service members and their spouses are not currently eligible for Yellow Ribbon consideration.

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

### **Applying for Veterans Education Benefits**

To begin using VA education benefits, the student must submit the appropriate forms to the VA:

- First-time users of VA education benefits must apply to use their benefits with the VA.
- Veterans who have used their benefits before and who wish to transfer those benefits to Adler must submit form 22-1995 or form 22-5495 (as appropriate) to the VA.

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

Students using vocational rehabilitation benefits should contact Adler's Office of Student Accounts for specific information at 312.662.4407 or [studentaccounts@adler.edu](mailto:studentaccounts@adler.edu).

### **Military Tuition Assistance**

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

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

### **More Information**

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

Veterans Education Benefits Questions:

Adler's Office of Financial Aid

844.459.3710

[financialaid@adler.edu](mailto:financialaid@adler.edu)

Vocational Rehabilitation or Military Tuition Assistance Questions:

Adler's Office of Student Accounts

312.662.4407

[studentaccounts@adler.edu](mailto:studentaccounts@adler.edu)

## **Financial Aid Verification Process**

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

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

Complete details regarding the financial aid verification process are available online at [adler.edu/page/footer/disclosures/disclosures/financial-aid](http://adler.edu/page/footer/disclosures/disclosures/financial-aid).

## Satisfactory Academic Progress

Federal regulations require the Adler University Office of Financial Aid to monitor the academic progress of all financial aid recipients toward the completion of their degree.

This process is called Satisfactory Academic Progress (SAP). This SAP policy is enforced in conjunction with all other institutional policies and procedures, including the academic status and satisfactory progress policies of the University. The below criteria are checked at the end of each term (Chicago and Vancouver Campuses, and Online Campus students beginning in August 2017 or later) or course (Online Campus students starting before August 2017), once final grades are in, to determine whether students are maintaining satisfactory academic progress.

Note that incoming student scholarships for Chicago Campus students require a student to be meeting the standards of this policy. Chicago Campus students on Financial Aid Warning are also allowed to keep their scholarships during a term when they are on Financial Aid Warning. Chicago Campus students who are suspended from financial aid under this policy will lose their scholarship for any terms they are suspended.

The Office of Financial Aid shall have primary responsibility in administering this policy.

### GRADUATE STUDENTS

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

#### Maximum Time Frame Measurement

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

Additionally, students must satisfactorily complete all degree or certificate requirements within the time frames listed below, from the date of first registration following admission to the program:

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

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

**Cumulative Progress toward Completion of the Degree or Certificate**

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

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

**Cumulative Grade Point Average (GPA)**

Graduate students must maintain a minimum cumulative GPA of 3.0.

**Courses in Progress**

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

**Financial Aid Warning**

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

Students will be placed on Financial Aid Suspension if they fail to meet the standards of this SAP policy after the one-term/course Financial Aid Warning period.

### **Suspension of Financial Aid Eligibility**

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

### **Appealing Suspension of Financial Aid Eligibility**

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

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

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

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

### **Reinstatement of Financial Aid Eligibility**

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

## **Withdrawing and Financial Aid**

### **WITHDRAWING FROM THE UNIVERSITY**

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

### **TUITION REFUND POLICY**

The tuition refund policy can be found in the Tuition and Fees section of your respective campus. Please note that students may be found liable for tuition and fee amounts charged for the term in which they are withdrawing, and they may have limited eligibility for financial assistance to pay for those charges.

## **FEDERAL REGULATIONS REGARDING WITHDRAWALS**

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

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

## **TITLE IV FUNDS INCLUDED**

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

- Unsubsidized Direct Stafford Loans
- Federal Direct Graduate PLUS Loans

## **EARNED TITLE IV AID**

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

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

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

## **POSTWITHDRAWAL DISBURSEMENT**

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



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

### **FAILURE TO EARN A PASSING GRADE IN ALL COURSES**

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

### **REPAYMENT OF UNEARNED AID**

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

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

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

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

### **QUESTIONS**

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

### **INSTITUTIONAL REGULATIONS REGARDING WITHDRAWALS**

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

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

## Refund Options

Students are encouraged to authorize the Office of Student Accounts to directly deposit refund checks to a bank account. Please contact the Office of Student Accounts for information about signing up for direct deposit at 312.662.4407 or via email (studentaccounts@adler.edu). Students who choose not to sign up for direct deposit will have their refund issued by paper check via the U.S. Postal Service.

## Financial Aid Disbursement Timeline

In order for students to receive their financial aid disbursements in a timely manner, we strongly recommend that financial aid recipients finalize their course registration at least two weeks prior to the start of a term. Students may add courses after their financial aid has disbursed. If a loan increase is required, students may request an increase via the financial aid self-service portal.

- Students attending the Chicago and Vancouver Campuses and Online Campus students beginning on or after August 2017 are on a standard semester-based term, and loans can be disbursed up to 10 days prior to the start of the term.
- Online Campus students beginning before August 2017 are on a nonstandard, 32-week term, consisting of four eight-week classes. Loans can be disbursed up to 10 days prior to the start of the term.

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

- For Chicago and Vancouver Campus students, up to \$2,000 of this amount will be released to the student within the first 7 days of the term, assuming the student has completed all requirements to have their aid released. Any refund amounts that exceed the \$2,000 that is released within 7 days of the start of the term will be issued to the student within 14 days of the start of the term, assuming the student has completed all requirements to have his or her aid released.
- For Online Campus students, up to \$500 of this amount will be released to the student within the first 7 days of the term, assuming the student has completed all requirements to have his or her aid released. Any refund amounts that exceed the \$500 that is released within 7 days of the start of the term will be issued to the student within 14 days of the start of the term, assuming the student has completed all requirements to have his or her aid released.

## Loan Counseling

Federal regulations stipulate that all first-time borrowers of federal student loans complete loan entrance counseling prior to the loan disbursing. Additionally, a federal student loan borrower must complete an exit counseling session upon graduation, withdrawal from Adler University (including taking a leave of absence), or dropping below half-time enrollment.

## Debt Management

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

1. CashCourse ([cashcourse.org](http://cashcourse.org)) includes a series of tools for students to develop strong money-management skills that can help with both personal and educational finances. These tools are funded by the National Endowment for Financial Education, and the information that is presented is “commercial free.” Please [cashcourse.org](http://cashcourse.org) for more information on how to create a free account and how to navigate CashCourse.org.

After registering with the site, select the “My Assignments” link to view assigned lessons. Please complete the following required lessons listed under the “Coursework” section:

- Paying Back Student Loans
- Budgeting Basics
- Be Credit Savvy

The Office of Financial Aid strongly encourages students to explore “Financial Tools” link as this section offers a variety of self-paced tools that would benefit any student loan borrower. This link will provide you with information on all available resources “Financial Tools” has to offer. If you need further assistance or have any questions, please do not hesitate to visit or contact our office at [financialaid@adler.edu](mailto:financialaid@adler.edu) or call toll-free 844.459.3710.

2. Financial Awareness Counseling ([studentloans.gov](http://studentloans.gov)) uses your personal federal loan history to help you better understand the loans that you are using to finance your education at Adler University. In addition, it will give you valuable tips on managing your spending as a student and give you an indication of what to expect from loan repayment post-graduation. To access Financial Awareness Counseling, log in to [studentloans.gov](http://studentloans.gov) with your FSA ID and select the “Complete Counseling” and “Start Financial Awareness Counseling” links.
3. The Office of Financial Aid hosts several Debt Management webinars over the course of the academic year. This webinar covers topics including wise borrowing, loan repayment, and budgeting basics. Please visit the Financial Aid page of Adler Connect to view the schedule of upcoming sessions and to RSVP if you would like to attend one of the webinars listed.

Students will see a reminder at Adler Connect to complete one debt-management activity, and once the requirement has been fulfilled, the notification will be removed in 1 to 2 business days.

## International Students

International students are eligible to apply for alternative loans. Alternative loans are approved based on credit ratings and typically require a cosigner who is a U.S. citizen or permanent resident. Students should also contact their appropriate government and provincial agencies to find out about additional sources of aid to help cover expenses while completing their coursework.

# NONDISCRIMINATION AND ANTI-HARASSMENT POLICY AND PROCEDURES – CHICAGO AND ONLINE CAMPUSES

It is the policy of Adler University that no person shall be the object of discrimination or harassment on the basis of race, color, creed, ancestry, ethnicity, religion, sex, gender, sexual orientation, gender identity or expression, body size and shape, national origin, political belief, age, marital status, family relationship status, parental status, physical or mental disability, status as a victim of domestic violence, arrest record, pregnancy, childbirth (including but not limited to conditions related to pregnancy or childbirth), genetic information, citizenship status, military or veteran status (including unfavorable military discharge), conviction of criminal offense that is unrelated to the employment or the intended employment of that person, or any other status protected by local or federal law in employment or educational settings (“Prohibited Grounds”).

The University is committed to maintaining an environment that is free of discrimination and harassment. In keeping with this commitment, we will not tolerate harassment of University employees, students, or others by anyone, including any supervisor, co-worker, vendor, client, student of the University, or any third party. Adler University reserves the right to take actions that are consistent with its policies and procedures to deal with individuals found to have engaged in harassment, discrimination, and/or retaliation in violation of this Policy. Please see the Respectful Workplace Policy at [adler.edu](http://adler.edu).

## 1. Prohibited Discrimination

Discrimination means any form of unequal treatment – whether that treatment imposes extra burdens or denies benefits – based on any of the Prohibited Grounds.

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

## 2. Prohibited Harassment

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

Examples of harassment include but are not limited to:

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

Sexual harassment is a form of harassment that can include:

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

An extreme form of sexual harassment includes sexual assault. Sexual assault is a form of sexual misconduct and is an attempt, coupled with the ability, to commit a violent injury on the person of another because of that person's gender or sex. Any person who may experience a sexual assault has the right to pursue all options to address this behavior including processes internal to Adler University as well as any legal and civil options. This Policy does not preclude an individual at any time during the process from contacting law enforcement to file a report of sexual assault.

To file a complaint of sexual assault, any person may contact one of the Title IX coordinators identified in this Policy and may also get assistance by calling the police (911) and/or by going to a local emergency room. See the University's Title IX Policy at [adler.edu](http://adler.edu).

### **3. Sexual Harassment – Consensual Relationships**

Romantic/sexual relationships that might be appropriate in other circumstances present serious difficulties within the University community. Relationships between individuals in inherently unequal positions (such as teacher and student, supervisor and employee) undermine the real or perceived integrity of the supervision and evaluation process, as well as affect the trust inherent in the educational environment. Consensual romantic or sexual relationships in which one party is in a position to review work or influence the career of the other provides grounds for complaint when that relationship gives undue access or advantage to, restricts opportunities of, or creates a hostile, unethical, and unacceptable environment for one of the parties to the relationship or for others. For these reasons, the University prohibits any employee of the University to engage in a consensual romantic or sexual relationship with any University student or any University employee under their supervision.

Consent will generally not be considered a defense against a charge of sexual harassment in violation of this Policy. The determination of what constitutes sexual harassment depends on the specific facts and the context in which the conduct occurs. See the University's Workplace Violence Policy at [adler.edu](http://adler.edu).

#### **4. Prohibited Retaliation**

Adler University prohibits retaliation and the threat of retaliation against any person (including complainants, respondents, and witnesses) exercising their rights and/or responsibilities in good faith under this Policy or federal or local law prohibiting discrimination, harassment, or retaliation.

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

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

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

#### **5. Complaints of Discrimination, Harassment, or Retaliation**

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

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

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

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

There are multiple channels for the reporting of violations of this Policy. If any person believes he or she has been the subject of, or has witnessed, or is aware of, discrimination, harassment, or retaliation, he or she should make a complaint as soon as possible to the OHR and/or the DSA, or to his or her supervisor, Chair or Program Director, or Executive Dean. If an individual contacts his or her supervisor, Chair or Program Director, or Executive Dean, this person must direct the individual to OHR or DSA based on the nature of the complaint. Formal complaints must be received by OHR or DSA from the person filing the complaint.

The University's ability to investigate a complaint may be harmed if it is not made within a reasonable time period after the alleged occurrence(s). The University therefore strongly encourages complainants to contact the OHR and/or the DSA as soon as possible, to the extent practicable, after the alleged conduct. While the University acknowledges it is often difficult to come forward in a timely fashion, it advises that complaints be filed as soon as possible and within 120 days of the alleged occurrence(s). All members of Adler University who serve in a supervisory capacity are responsible for relaying all complaints of discrimination, harassment, or retaliation that come to their attention as supervisors and that may be in violation of this Policy to the Associate Vice President of Human Resources at 312.662.4415 or to the Executive Dean, Vancouver Campus at 236.521.2401.

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

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

## **6. Investigation and Resolution Process**

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

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

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

### **A. Filing a Complaint**

If any person believes he or she has been the subject of; or has witnessed; or is aware of discrimination, harassment, or retaliation, he or she should make a complaint as soon as possible to the Office of Human Resources (OHR) and/or the Division of Student Affairs (DSA). An individual may also contact his or her supervisor, Chair or Program Director, or Executive Dean, who will then support and direct the person to OHR or DSA based on the nature of the complaint. Formal complaints must be received by OHR or DSA from the person filing the complaint.

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

**Chicago and Online Campus**

Office of Human Resources  
17 North Dearborn St., Suite 16-200  
Chicago, IL 60602  
312.662.4415

**Vancouver Campus**

Executive Dean, Vancouver Campus  
520 Seymour Street  
Vancouver, BC V6B 3J5  
236.521.2401

For a **complaint against a student**:

**Chicago and Online Campus**

Division of Student Affairs  
17 North Dearborn Street  
Chicago, IL 60602  
312.662.4141

**Vancouver Campus**

Manager, Student Services  
520 Seymour Street  
Vancouver, BC V6B 3J5  
236.521.2401

**B. Processing a Complaint**

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

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

**C. Fact-Finding**

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

- Inform the complainant and respondent of the start of the investigation.
- Collect and review relevant documentation.



- Interview complainant, respondent, and witnesses to the reported event or events. The complainant and respondent are permitted and encouraged to bring a support person to this meeting.
- Prepare a summary of the investigation and the findings for the OHR and/or DSA. Findings will be determined utilizing a preponderance-of-the-evidence standard after examining the entirety of the information available at the time of the investigation.

#### **D. Resolution of Complaint**

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

Depending upon the nature of the complaint and findings, the appropriate University officials will be notified and may include but are not limited to the supervisors or department heads of the complainant and respondent, the Vice President of Administration, the Vice President of Finance, the Vice President of Academic Affairs or Executive Dean, the applicable Chair or Program Director, and the Office of the President. In cases in which policy violations and/or findings and recommendations are presented involving students, the DSA will also notify the Student Development Committee or Student Comprehensive Evaluation Committee.

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

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

Whether or not the Nondiscrimination and Anti-harassment Policy is deemed to have been conclusively violated, it is acknowledged that conflicts that make their way through a complaint process may result in schisms that create ongoing resentments between parties. It is the goal of the process that examines conflict to acknowledge and not vilify any party to a conflict. Additionally, in an effort to restore the community to its highest form of function, a restorative justice process may be made available to all sides of a conflict, should all sides voluntarily choose to participate. This would entail a restorative justice practitioner meeting with each party to the conflict separately to fully understand the residual harm he or she is experiencing due to the conflict. Each party will also be asked if he or she is interested in participating in a restorative justice process that allows each party to bring a support person, to discuss residual harm, and to create a repair-of-harm agreement in collaboration with the restorative practitioner. If all parties desire to participate voluntarily in a restorative justice process, it will be arranged.

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

### **E. Confidentiality**

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

The files of complaints will be maintained in the appropriate office – either the OHR or the DSA, depending upon the nature of the complaint and the office that is charged with investigation. Documents and information collected by the OHR or DSA through its investigation of the complaint will not be kept in relevant personnel or academic records, except that any discipline or sanction imposed as a result of a policy violation will be documented in the disciplined individual's personnel or academic record in accordance with applicable University procedures.

### **F. Other Resources**

Although the University encourages employees/students to utilize the complaint process described above to resolve any complaints, use of this process does not prohibit an employee or student from filing a complaint with external agencies at any time. Employees or students may file a formal complaint with various external agencies, to include, but not be limited to, the government agencies listed below. Online students can file a claim at the EEOC agency in the state in which they live and/or the EEOC in Illinois.

#### **The U.S. Equal Employment Opportunity Commission**

500 West Madison St., Suite 2800  
Chicago, IL 60661  
312.353.2713

#### **Illinois Department of Human Rights**

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

#### **The Office of Civil Rights/Chicago**

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

### **7. Discipline for Discrimination or Harassment**

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

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

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

### **8. Appeal Procedures**

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

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

The President may affirm the outcome or sanctions, modify either or both, impose new sanctions and/or remedies, or may return the matter for further investigation. The President will issue a determination within fourteen (14) days after receiving the individual's submissions, unless the President determines in the President's discretion that more time is required. The individual will be notified in writing of the outcome of the appeal within seven (7) days after the conclusion of the review of findings or sanctions, including any changes to the determination of whether a violation occurred, the sanctions, or both. The decision of the President is final.

## **NONDISCRIMINATION AND ANTI-HARASSMENT POLICY AND PROCEDURES – VANCOUVER CAMPUS**

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

The University is committed to maintaining an environment that is free of discrimination and harassment. In keeping with this commitment, we will not tolerate harassment of University employees, students, or others by anyone, including any supervisor, co-worker, vendor, client, or student of the University or any third party. Adler University reserves the right to take actions that are consistent with its policies and procedures to deal with individuals found to have engaged in harassment, discrimination, and/or retaliation in violation of this Policy. Please see the Respectful Workplace Policy at [adler.edu](http://adler.edu).

## 1. Prohibited Discrimination

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

## 2. Prohibited Harassment

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

Examples of harassment include but are not limited to:

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

Sexual harassment is a form of harassment that can include:

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

An extreme form of sexual harassment includes sexual assault. Sexual assault is a form of sexual misconduct and may include an attempt, coupled with the ability, to commit a violent injury on the person of another because of that person's gender or sex.

Any person who may experience a sexual assault has the right to pursue all options to address this behavior including processes internal to Adler University as well as any legal and civil options. This Policy does not preclude an individual at any time during the process from contacting law enforcement to file a report of sexual assault. See the Canadian Criminal Code on sexual assault at [sexassault.ca/criminalprocess.htm](http://sexassault.ca/criminalprocess.htm).

To file a complaint of sexual assault, any person may contact one of the Title IX coordinators identified in this Policy and may also get assistance by calling the police (911) and/or by going to a local emergency room. See the University's Title IX Policy at [adler.edu](http://adler.edu).

### **3. Sexual Harassment – Consensual Relationships**

Romantic/sexual relationships that might be appropriate in other circumstances present serious difficulties within the University community. Relationships between individuals in inherently unequal positions (such as teacher and student, supervisor and employee) undermine the real or perceived integrity of the supervision and evaluation process, as well as affect the trust inherent in the educational environment. Consensual romantic or sexual relationships in which one party is in a position to review work or influence the career of the other provides grounds for complaint when that relationship gives undue access or advantage to, restricts opportunities of, or creates a hostile, unethical, and unacceptable environment for one of the parties to the relationship or for others. For these reasons, the University prohibits any employee of the University to engage in a consensual relationship with any University student or any University employee under their supervision.

Consent will generally not be considered a defense against a charge of sexual harassment in violation of this Policy. The determination of what constitutes sexual harassment depends on the specific facts and the context in which the conduct occurs. See the University's Workplace Violence Policy at [adler.edu](http://adler.edu).

### **4. Prohibited Retaliation**

Adler University prohibits retaliation and the threat of retaliation against any person (including complainants, respondents, and witnesses) exercising their rights and/or responsibilities in good faith under this Policy or federal, provincial, or local law prohibiting discrimination, harassment, or retaliation.

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

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

### **5. Complaints of Discrimination, Harassment, or Retaliation**

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

A student may file a complaint with the OHR as long as it concerns the actions of a University faculty or staff employee, vendor, client, or any third party with whom the University has interaction. Complaints should be directed to the Office of Human Resources directly at 312.662.4415 or to the Executive Dean, Vancouver Campus at 236.521.2401.

The Division of Student Affairs (DSA) is responsible for receiving, processing, and investigating complaints of discrimination, harassment, and/or retaliation involving student complaints against other students. Students who wish to make such a complaint may contact the Office of Student Affairs directly at 312.662.4141 or in Vancouver the Manager, Student Services, at 236.521.2433.

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

There are multiple channels for the reporting of violations of this Policy. If any person believes he or she has been the subject of, or has witnessed, or is aware of, discrimination, harassment, or retaliation, he or she should make a complaint as soon as possible to the OHR and/or the DSA or to his or her supervisor, Chair or Program Director, or Executive Dean. If an individual contacts his or her supervisor, Chair or Program Director, or Executive Dean, this person must direct the individual to OHR or DSA based on the nature of the complaint. Formal complaints must be received by OHR or DSA from the person filing the complaint.

The University's ability to investigate a complaint may be harmed if it is not made within a reasonable time period after the alleged occurrence(s). The University therefore strongly encourages complainants to contact the OHR and/or the DSA as soon as possible, to the extent practicable, after the alleged conduct. While the University acknowledges it is often difficult to come forward in a timely fashion, it advises that complaints be filed as soon as possible and within 120 days of the alleged occurrence(s). All members of Adler University who serve in a supervisory capacity are responsible for relaying all complaints of discrimination, harassment, or retaliation that come to their attention as supervisors and that may be in violation of this Policy to the Associate Vice President of Human Resources at 312.662.4415 or to the Executive Dean of the Vancouver Campus at 236.521.2401.

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

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

## 6. Investigation and Resolution Process

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

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

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

### A. Filing a Complaint

If any person believes he or she has been the subject of, or has witnessed, or is aware of discrimination, harassment, or retaliation, he or she should make a complaint as soon as possible to the Office of Human Resources (OHR) and/or the Division of Student Affairs (DSA). An individual may also contact his or her supervisor, Chair or Program Director, or Executive Dean, who will then support and direct the person to OHR or DSA based on the nature of the complaint. Formal complaints must be received by OHR or DSA from the person filing the complaint.

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

#### **Chicago and Online Campus**

Office of Human Resources  
17 North Dearborn St., Suite 16-200  
Chicago, IL 60602  
312.662.4415

#### **Vancouver Campus**

Executive Dean, Vancouver Campus  
520 Seymour Street  
Vancouver, BC V6B 3J5  
236.521.2401

For a **complaint against a student**:

#### **Chicago and Online Campus**

Division of Student Affairs  
17 North Dearborn Street  
Chicago, IL 60602  
312.662.4141

#### **Vancouver Campus**

Manager, Student Services  
520 Seymour Street  
Vancouver, BC V6B 3J5  
236.521.2401

## **B. Processing a Complaint**

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

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

## **C. Fact-Finding**

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

- Inform the complainant and respondent of the start of the investigation.
- Collect and review relevant documentation.
- Interview complainant, respondent, and witnesses to the reported event or events. The complainant and respondent are permitted to bring a support person to this meeting.
- Prepare a summary of the investigation and the findings for the OHR and/or DSA. Findings will be determined utilizing a preponderance of the evidence standard after examining the entirety of the information available at the time of the investigation.

## **D. Resolution of Complaint**

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

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

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

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



Whether or not the Nondiscrimination and Anti-harassment Policy is deemed to have been conclusively violated, it is acknowledged that conflicts that make their way through a complaint process may result in schisms that create ongoing resentments between parties. It is the goal of the process that examines conflict to acknowledge and not vilify any party to a conflict. Additionally, in an effort to restore the community to its highest form of function, a restorative justice process may be made available to all sides of a conflict, should all sides voluntarily choose to participate. This would entail a restorative justice practitioner meeting with each party to the conflict separately to fully understand the residual harm he or she is experiencing due to the conflict. Each party will also be asked if he or she is interested in participating in a restorative justice process that allows each party to bring a support person, to discuss residual harm, and to create a repair-of-harm agreement in collaboration with the restorative practitioner. If all parties desire to participate voluntarily in a restorative justice process, it will be arranged.

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

#### **E. Confidentiality**

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

The files of complaints will be maintained in the appropriate office – either the OHR or the DSA, depending upon the nature of the complaint and the office that is charged with investigation. Documents and information collected by the OHR through its investigation of the complaint will not be kept in relevant personnel or academic records, except that any discipline or sanction imposed as a result of a policy violation will be documented in the disciplined individual's personnel or academic record in accordance with applicable University procedures.

#### **F. Other Resources**

Although the University encourages employees/students to utilize the complaint process described above to resolve any complaints, use of this process does not prohibit an employee or student from filing a complaint with external agencies at any time.

## 7. Discipline for Discrimination or Harassment

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

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

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

## 8. Appeal Procedures

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

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

The President may affirm the outcome or sanctions, modify either or both, impose new sanctions and/or remedies, or may return the matter for further investigation. The President will issue a determination within fourteen (14) days after receiving the individual's submissions, unless the President determines in the President's discretion that more time is required. The individual will be notified in writing of the outcome of the appeal within seven (7) days after the conclusion of the review of findings or sanctions, including any changes to the determination of whether a violation occurred, the sanctions, or both. The decision of the President is final.



# ADMISSION POLICIES AND PROCEDURES – CHICAGO CAMPUS

## Application Process

Adler University takes pride in its diverse student body, representing a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. The University admits individuals with a record of outstanding academic achievement and a commitment to social responsibility. Ideal candidates for admission are those who will make a difference in their communities and in the lives of the individuals and families they plan to serve upon graduation. Applicants nearing completion of a baccalaureate degree may apply for admission contingent on successful completion of the undergraduate degree.

Applicants must submit the following:

- Adler University Application for Admission.
- Application fee (\$30.00).
- Statement of intent.
- Resume or curriculum vitae.
- Transcripts from all colleges or universities attended. Official transcripts are required from all degree-granting programs.
- Letters of recommendation and accompanying recommendation form.\*
- Graduate Record Examination (GRE) scores.\*\*

\*See minimum admission requirements under each program for specific program requirements around letters of recommendation.

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

Application for admission is completed online. Students submitting U.S. or Canadian transcripts should have official transcripts sent directly to the Office of Admissions. Other international transcripts must be evaluated by a transcript evaluation service. Please contact the Office of Admissions for specific transcript evaluation requirements.

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

## Application Deadlines

### PRIORITY DEADLINES

While applications are accepted throughout the year, the following deadlines ensure that students receive full consideration. Programs fill early, and applicants are strongly encouraged to begin the application process at least 6 to 12 months before their desired term of entry.

Applicants seeking admission to the Doctor of Psychology (PSYD) program should submit all application materials by the priority deadline of February 15 in order for interviews to be scheduled and notification of acceptance to be completed by April 1. Those who are admitted must notify the Office of Admissions and submit their tuition deposit no later than April 15, indicating their intent to matriculate for the subsequent fall term.

Space permitting, applications submitted after the deadline will be accepted subject to the Council of Graduate Departments of Psychology (COGDOP) criteria. These criteria state that acceptance of an offer of admission that is given or left in force after April 15 commits students to not solicit or accept an offer from Adler University without first obtaining a written release from any institution to which a commitment has already been made.

### CHICAGO CAMPUS

Admissions Deadlines	Early Consideration	Priority	Space Available	Term of Entry
All Doctoral programs	December 1	February 15	August 15	Fall
All M.A. programs	February 1	April 1	August 15	Fall
Master of Arts in Counseling; Specialization in Clinical Mental Health Counseling				Fall and Spring
Certificates	Rolling Admissions			All

## Evaluation of Applicants

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

Applicants are evaluated on many factors, including the following:

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

## Acceptance of Admission

Students who have been fully admitted into a degree program may be able to defer their admission for up to one year from their original term of admission. To defer admission, students must sign their statement of acceptance, submit the appropriate tuition deposit, as well as a \$500 nonrefundable deferment fee and a statement indicating why they would like to defer their admission to the Office of Admissions. Students who are approved to defer their admission will be notified in writing and will be subject to program requirements in effect at the time of the new application. Students who defer forfeit their scholarship award and are not eligible for scholarships the following year. Students who defer admission but do not matriculate must reapply for admission as outlined in the Application Process – Chicago Campus section of the current catalog.

## International Applicants

In addition to submitting a completed application, all transcripts from outside of Canada or the United States must be evaluated by an acceptable transcript evaluation service such as World Education Service ([wes.org](http://wes.org)) or Educational Course Evaluation ([ece.org](http://ece.org)). A course-by-course international credential evaluation must be submitted. Make sure you send in all your transcripts for the course-by-course analysis.

### ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Applicants whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Students who have earned a bachelor's or master's degree in an accredited program in Canada or the United States may not be required to take the TOEFL.

Applicants should request that language proficiency test scores be sent directly to the University by the testing service. These test results are valid for two years only.

#### TOEFL ([ets.org/toefl](http://ets.org/toefl))

Adler University–Chicago Campus's code number for receiving test scores is 1147.

Applicants who take the paper-based TOEFL must receive a minimum score of 580.

Applicants who take the computer-based TOEFL must receive a minimum score of 240.

Applicants who take the Internet-based TOEFL must receive a minimum of score of 92.

#### IELTS ([ielts.org](http://ielts.org))

Applicants who take the IELTS must receive a minimum Academic score of 7 overall with no band score lower than 7.

International applicants must also submit documentation of sufficient financial resources to complete the program and provide for living expenses while attending Adler University. Once enrolled in the program, students must pay tuition and fees according to the University's payment schedule. Current international students will not be allowed to register for classes if they have an outstanding balance that jeopardizes the student's ability to remain in the United States under their F-1 student visa.

Students who have been accepted into a degree program at the University will be issued an I-20 upon receipt of their financial verification paperwork. Students should allow enough time for securing an F-1 student visa in their country for travel to the United States.

It is the student's responsibility to provide the Office of Admissions with a current foreign address and mailing address, if different, along with the intended U.S. address. I-20s cannot be mailed to post office box numbers.

Once students arrive on campus, they must notify the Office of Compliance of their arrival and update their U.S. address. This information is required by Homeland Security, and student I-20s cannot be updated until we receive this information.

International students must have their I-20s updated each year they are in attendance at the University. Students must maintain full-time status each term as outlined by the University for their program. If the student has extenuating circumstances that require less than full-time enrollment, the student must request an exception from the Office of Compliance. If an exception is given, a letter will be issued to be used to update the student's SEVIS record and to accompany the student's I-20. Exemptions must comply with F-1 student visa guidelines.

Students should not attempt to enter the United States without their current and updated I-20. Although the University does not provide financial assistance for international students in the form of financial aid or tuition reduction, students are eligible for Adler University scholarships unless otherwise noted.

## **Students-at-Large / Non-degree Seeking**

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

Applicants for SAL/NDS status must submit a completed application, nonrefundable \$30 application fee, statement of intent, a resume or curriculum vitae, and official transcripts from all degree-granting undergraduate and graduate schools attended. Applications will be reviewed by the Admissions Committee, and applicants will not be allowed to register until they have been approved for admission as SAL/NDS students.

Those admitted as SAL/NDS students may complete a maximum of nine credits within one academic year and must comply with all prerequisites and course requirements as given in the Adler University Catalog. Graduates of Adler University degree programs who are approved as SAL/NDS students may take up to 18 credits within one academic year. SAL/NDS students are not eligible for financial aid and may not enroll in courses that are reserved for students fully admitted to particular degree programs. Appropriate courses taken for credit may apply toward completing a degree for SAL/NDS students who are admitted to a degree program within one year of completing SAL/NDS courses. Successful completion of coursework, however, does not guarantee admission to a degree or certificate program. A student-at-large whose application to a degree or certificate program has been denied may not enroll in further courses or continue as a student-at-large.

Because students-at-large are limited to a total of nine credit hours of coursework within one academic year, persons who plan to pursue a degree or certificate program should apply for admission at the earliest opportunity. Students-at-large who have completed nine credit hours of courses may not register for additional courses until such time as they have been formally admitted to a degree or certificate program. Those who seek admission to a degree or certificate program within one year of completing their last course as SAL/NDS students will not be required to pay an additional application fee for the admission application, but they will be required to submit additional information as is required to make that degree program application complete.

## Changing or Adding Programs

Doctoral students may apply to add a master's degree program, and master's degree students may apply to change from one Adler University master's degree program to another by submitting the appropriate application forms. Students must satisfy admission requirements for the degree or certificate program at the time of application to the new program. Acceptance into and/or successful completion of one degree or certificate program does not guarantee admission to another program.

Master's degree students who wish to apply to a doctoral program are required to apply for admission as outlined in the Application Process – Chicago Campus section of the current catalog. The application deadlines for doctoral applicants apply to Adler University master's students who are applying to a doctoral program. Once all materials are received, the Admissions Committee will review the application and determine whether the applicant will be scheduled for an interview with doctoral core faculty as the final stage of the application process. Students from master's programs who have been accepted to a doctoral program must complete all requirements for their master's degree no later than one year after acceptance.

## Readmission

Students who were previously enrolled at Adler University but withdrew from their degree program or were administratively withdrawn may submit a new application for admission no less than one year from the date of withdrawal and will be evaluated according to current admission requirements. If readmitted, applicants/students are subject to the program requirements in effect at the time of the new application. This also applies to students who seek to return to the University following a withdrawal in good standing.

When previously withdrawn students are granted readmission to Adler University or when alumni apply for admission to a different program, a case-by-case review of the student's prior academic record will be done to determine whether credit can be granted for formerly completed coursework. Many factors are pertinent to the University's determination to give credit for previously completed coursework, including but not limited to (1) the length of time that has passed since the coursework was originally completed, (2) the grade earned in the course, (3) the performance evaluation completed by the student's Faculty Advisor/supervisor, and (4) curriculum changes that may have occurred and been formally instituted since the student's withdrawal from the University. There are no fixed and absolute rules regarding granting credit for previously completed coursework. Instead, a formal review of the unique academic and training history of each applicant will occur, and a determination will be made at the discretion of the Admissions Committee in consultation with the Program Director. A formal audit of previously completed coursework will be undertaken only after enrollment in a degree program.



## Transfer Credit

A student accepted for admission may be granted transfer credit for graduate-level courses previously taken at another accredited institution within the last five years. Upon enrollment into a degree program, a review of the student's unique academic history will occur, and a determination about granting transfer credit will be made at the discretion of the University. Requesting transfer credit is an extensive process that involves a review of previous academic work, including syllabi and grades earned. It is Adler University policy that transfer credit must be requested with all supporting documentation received by the end of the second semester of enrollment.

Transfer of credit is subject to the following conditions:

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

A maximum of 12 credit hours from other accredited institutions may be transferred into a master's program; a maximum of 24 credit hours may be transferred into Adler University doctoral programs. Students will be charged a transfer of credit fee for each course evaluated for transfer consideration. Please reference the current schedule of fees and tuition schedule for transfer of credit fee information.

## **ACADEMIC POLICIES AND PROCEDURES – CHICAGO CAMPUS**

### **Attendance**

This policy establishes the obligations of students to adhere to class attendance standards. Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class should notify the instructor in advance. Students who miss more than two unexcused class sessions, or an accumulation of five hours of class time, due to late arrival or tardiness, may receive a grade of F (fail) and may be required to repeat the course. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade at the discretion of the faculty instructor.

In those instances in which a class is offered in a weekend intensive format (that is, three or fewer class meetings in a semester), missing one class may result in a grade of F (fail). Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester may receive a grade of NC (no credit) and may be referred to the appropriate Student Development Committee for review.

### **Application of the Attendance Policy**

This policy establishes the obligations of students to adhere to class attendance standards and the rights of instructors to give students lower or failing grades for breaches of the policy.

Instructors consider extenuating circumstances and/or student accommodation needs when applying the class attendance policy and, therefore, have some discretion in providing accommodations to students whose attendance breaches the standard. Thus, instructors may develop an alternative plan for students who are unable to comply with the attendance policy, but only if the plan enables the student to meet the course exit competencies.

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

## Credit Hour Policy

Adler University assigns and awards credit hours that conform to commonly accepted practices in higher education and that comply with federal standards. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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

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

A one-credit class requires a minimum of:

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

A two-credit class requires a minimum of:

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

A three-credit class requires a minimum of:

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

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

**Practicum, Fieldwork, and Internship:** These courses require the completion of an institutionally sanctioned academic activity that is equivalent to the amount of work stipulated in paragraph (1) that may occur over a different amount of time.

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

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

## Statement of Student Responsibilities

Adler University expects students to:

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

## Academic Status

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

### ACADEMIC GOOD STANDING

To remain in academic good standing, a student must:

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

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

### ACADEMIC ALERT

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

### ACADEMIC WARNING

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

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

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

### **ACADEMIC PROBATION**

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

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

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

### **ACADEMIC DISMISSAL**

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

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

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

## **Satisfactory Progress**

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

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

Master's students should complete a minimum of 12 credit hours every 12 months and must satisfactorily complete all of the requirements for graduation within five years of the date of first registration following admission to the program. For degree programs with more than 60 total credits, students may need to take up to 14 credits every 12 months in order to complete their degree requirements within five years.

Doctoral students should complete at least 18 credit hours every 12 months and must satisfactorily complete all requirements for graduation within seven years of the date of first registration following admission to the program. Students enrolled in dissertation or internship are considered to be maintaining minimum credit requirements for satisfactory academic progress.

## Student Referral Policy

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

## Student Development Committee (SDC)

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

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

The Student Development Committee reviews the grade reports and referral forms, determines the level of severity of the concern (outlined below), and may direct the student to take remedial action. Depending on the seriousness of the concern, the student will be referred to the Faculty Advisor, to meet with the Student Development Committee, or to the Student Comprehensive Evaluation Committee. A description of the referral process is below.

## Student Comprehensive Evaluation Committee (SCEC)

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

## Referral Process

When students breach one or more of the Student Responsibilities, any employee of the Adler community may alert the appropriate Student Development Committee (SDC) by submitting an SDC Referral form (available online). Examples of why a student may be referred to SDC include, but are not limited to, when students: receive a grade of B- or lower, display a pattern of noncompliance at a training site, have been placed on a practicum or internship remediation plan, and/or demonstrate a lack of professional standards in or out of the classroom. Each academic department has its own SDC, which will complete the initial review of the referral.

At Adler University, our goal is to support students throughout their academic program. Referrals will be directed to the SDC, which will determine the level of severity of the concern in accordance with the criteria and direct the referral to the student's Faculty Advisor, to review by the SDC, or to the Student Comprehensive Evaluation Committee (SCEC). The student referral process below denotes the role of each level of referral.

1. Students who display general difficulty with the process of learning or who fail to regularly monitor their student accounts will meet with their Advisor. The role of the Advisor is to offer support, help students develop an action plan, and monitor improvements.
2. Students who struggle to maintain expected grades, fail to comply with conduct standards, demonstrate a pattern of noncompliance during a field or practicum placement, are placed on a practicum or internship remediation plan, or display ethically questionable behavior will meet with the Student Development Committee (SDC). The role of the SDC is to help the student understand patterns of difficulty, identify recommended resources, and establish a plan for continued success.
3. Students who have a pattern of low grades, display egregious lapses in professional and/or ethical judgment and/or conduct, or fail to comply with earlier levels of intervention will meet with the Student Comprehensive Evaluation Committee (SCEC). The role of the SCEC is to determine whether students are able to continue studies at Adler University in a satisfactory manner.

## **SDC and SCEC Appeals**

Students have the right to appeal the decisions made by the SDC or the SCEC. A student may appeal the decision based on the following criterion:

1. There is procedural error identified that indicates a substantial breach of institutional processes or procedures.
2. There is new information of a substantive nature that was not available at the time the decision was made. New information may require documentation.
3. The initial decision is biased or in violation of stated student rights.

Students who wish to appeal for reasons stated above must present an appeal, in writing within 10 business days of the initial decision date.

Students who wish to appeal are encouraged to consult with their Advisor and/or the Office of Student Affairs.

## **Qualifying Examinations**

In addition to satisfying coursework, practica, and other program requirements, master's and doctoral programs require qualifying exams that differ by program. Please consult the requirements for each program. Qualifying examinations are important requirements, providing students with the opportunity to integrate course material and practical training, reflect on the educational and training experiences, and apply their learning to clinical and social issues. In addition, the exams enable faculty to evaluate students' progress toward expected learning outcomes.

## Registration

Term schedules are published and updated online via Student Planner. Students register online, and registration deadlines are published each term. Please consult the academic calendar for specific dates. Students who wish to take more than 15 credits within a semester must receive written approval from their Program Director.

Preregistration tools such as the catalog, advisement sheet, and the progress tab in Student Planner are great resources. A student's ability to add and drop courses and exams end on the final date of the add/drop period. Students wishing to add courses or exams after the published add/drop period must submit a written request and written approval from the course instructor and Program Director via email to the Office of the Registrar. Students will incur the late registration fee for courses and exams added after the published add/drop period. A hold will be placed on the student's account until payment in full is submitted to Student Finance. Financial aid recipients should consult with the Office of Financial Aid. Students risk forfeiture of all earned grades if they are not officially registered for a course or exam.

## Enrollment Status

Federal student loans require a student to maintain at least half-time enrollment as defined by their academic program. Federal work-study does not require at least half-time enrollment. Enrollment status definitions are as follows, with all measures being taken on a per-term basis.

Only credits required for degree or certificate completion count in a student's enrollment status for the term.

Program	Full-Time	Half-Time	Less Than Half-Time
Chicago/Vancouver Master's and Certificate Students	8+ credits	4–7 credits	1–3 credits
Chicago/Vancouver Doctoral Students	9+ credits	5–8 credits	1–4 credits
Online Master's and Doctoral Students	6+ credits	3–5 credits	1–2 credits

Exceptions to credit hour requirements for enrollment status are as follows:

- Chicago, Vancouver, or Online Campus graduate students registered for practicum, practicum continuation, dissertation proposal (*non-Psy.D. students only*), dissertation, full-time internship, internship continuation, or externship satisfy the full-time enrollment definition.
- Chicago, Vancouver, or Online Campus graduate students registered for dissertation proposal continuation (*non-Psy.D. students only*), doctoral dissertation continuation, or half-time internship satisfy the half-time enrollment definition.
- **Important Note:** Effective beginning in the 2017–2018 academic year, dissertation proposal and dissertation proposal continuation have been removed as exceptions to credit hour requirements for enrollment status for Psy.D. students.



### Enrollment Status Considerations When Retaking Coursework:

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

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

Students carrying a full-time load are encouraged to limit employment to part time in order to allow adequate time for classes, practicum, internship, study, and other student activities.

## Course Add/Drop

Students wishing to drop a course or exam must do so before or during the published add/drop period. Students who wish to drop a practicum or internship course must have prior approval from the Director of Community Engagement or Director of Training. Please consult the academic calendar for specific dates. The official date of the drop is the date the student drops the course via Student Planner and WebAdvisor. A student's ability to add and drop courses and exams ends on the final date of the add/drop period.

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

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

## Course Withdrawal and Withdrawal Fail

After the published add/drop period of a semester, electronic approval via email from the student's Faculty Advisor or Program Director is required to withdraw from a course or exam with a W grade. Notifying the instructor or ceasing class attendance does not constitute an official drop or withdrawal. The official date of the withdrawal is the date the student sends the email request to withdraw from the course to the Faculty Advisor or Program Director. Please consult the academic calendar for the deadline to withdraw from a class.

Students who stop attending class or request to withdraw from a course or exam after the published withdrawal grade (W grade) deadline will receive a WF grade or a final grade from the instructor that reflects the work completed and the work that was not completed. In addition, students may not withdraw from a course or exam after the published end date of the course or due date of the exam. Students are not eligible for a refund after the add/drop period.

## Leave of Absence

Students may take a leave of absence (LOA) due to illness or other extenuating circumstances by completing a Leave of Absence form, including necessary signatures, and submitting the form via their Adler email account to the Office of the Registrar. The Office of the Registrar accepts the Leave of Absence request via email. An LOA may be taken for up to a total of three terms (one calendar year). The LOA form is located on the Registrar page on Adler Connect. Incomplete forms, including forms with missing signatures, will not be accepted by the Office of the Registrar.

If a student has accepted a practicum or internship prior to requesting a leave, or is completing a practicum/internship at the time of the request, the student must contact the Director of Training or Office of Community Engagement prior to submission of the form to his or her Faculty Advisor. The LOA will be noted on the student's transcript for each term until the student returns to the University. Time approved for an LOA does not impact the maximum time allowed for degree completion.

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

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

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

## Administrative Withdrawal

Once enrolled, students are expected to maintain good academic standing, meet all Student Responsibilities, maintain Satisfactory Progress, and register each term until completing the program in which they have been admitted. Students who fail to register for each consecutive term may be administratively withdrawn from the University. The University also retains the right to administratively withdraw students whose accounts are past due and to charge all associated fees.

"Administrative Withdrawal" will be noted on the transcripts of students who have been administratively withdrawn. Students who have been administratively withdrawn and wish to be reconsidered for matriculation must submit a new application for admission no sooner than one year after their administrative withdrawal and, if admitted, must meet the program requirements and policies in effect at the time of the new admission. Students readmitted to the University may be eligible to receive up to 24 credits for coursework completed either at Adler University or another institution. Students who wish to appeal the decision of administrative withdrawal can follow the procedures of the Student Grievance and Appeal Policy posted online at [adler.edu](http://adler.edu).

## Withdrawal in Good Standing

Students may withdraw from Adler University in good standing by completing the Student Withdrawal form, including necessary signatures, and submitting the form via their Adler email account to the Office of the Registrar. The Student Withdrawal form is located on the Registrar page on Adler Connect. To withdraw in good standing, students must be in Academic Good Standing at the time of withdrawal, have completed all requirements for courses and clinical work for which they are registered, and may not be subject to pending disciplinary or academic inquiries. "Withdrawal" is noted on the transcript.

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

Former students who wish to return to the University after withdrawing in good standing must submit a new application for admission and, if admitted, must follow the policies, procedures, and program requirements in effect at the time of the new admission. Students readmitted to the University may be eligible to receive up to 24 credits for coursework completed either at Adler University or another institution.

## Grading System

It is the responsibility of the faculty to provide careful, detailed, timely, and thoughtful feedback and evaluation of students' work. The policies pertinent to grading, as outlined in the Adler University Catalog, are as follows:

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

### CHICAGO CAMPUS

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

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**Grade Scale**


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

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

A maximum of six credit hours may be repeated to remediate deficient grades and qualify for graduation. Both the original course grade and the repeated course grade will be calculated in the overall GPA, and both will appear on the transcript.

**AUDIT**

Students registered to audit a course will receive, upon successful completion of the course, a designation of “AU” on their transcripts, which signifies neither credit nor a grade. Students cannot change an audited course to the credit option after the add/drop period ends. Please see the academic calendar for dates. Audited courses do not count toward graduation requirements and are not eligible for financial aid. Once an audited course is completed, it cannot be changed to credit at a later time.

**CREDIT/NO CREDIT**

A grade of CR (credit) is assigned upon satisfactory completion of undergraduate prerequisite classes, professional development seminars, practicum seminars, practicum/internship requirements, qualifying examinations, the master’s thesis, and the doctoral dissertation.

A grade of NC (no credit) is assigned upon unsatisfactory performance in a practicum or a course offered on a credit/no credit basis. Grades of CR are not used in calculating the grade point average; however, grades of NC are used in calculating the grade point average and are considered failing grades for the purposes of academic Satisfactory Academic Progress.

**INCOMPLETE**

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

For an incomplete grade to be granted, students must complete an Incomplete Grade Agreement form with the instructor. The form is available to faculty only on Adler Connect. The Incomplete Grade Agreement should state specifically what the student must do to satisfy the course requirements, including the instructor's grading criteria and the agreed-upon completion date. The agreed-upon completion date cannot exceed the final date of the subsequent term in which the course was taken. A Grade Change form must be submitted by the instructor no later than two weeks from the agreed-upon completion date indicated on the Incomplete Grade Agreement. Incomplete grades automatically convert to a failing grade if a Grade Change form is not submitted two weeks after the agreed-upon completion date. The student and instructor must sign the Incomplete Grade Agreement. The instructor must submit the form to the Office of the Registrar via the instructor's Adler email account. The Office of the Registrar will not accept the Incomplete Grade Agreement from the student. Please see the Incomplete Grade Agreement for complete details.

Receipt of one or more incomplete grades may preclude a student from enrolling in subsequent terms, may render the student ineligible for federal student aid, and may result in the student being referred to the Student Development Committee.

If the coursework is not successfully completed within the time limit established by the instructor, the incomplete grade will be changed to an F (fail) or NC (no credit).

**IN PROGRESS**

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

**TRANSFER**

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

**WITHDRAW**

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

## WITHDRAW FAIL

A grade of WF indicates withdrawal from a class or exam without proper authorization and is also assigned for withdrawal after the “W” grade deadline (see the academic calendar for dates), when a student ceases attending a course or exam, or never attends a course or exam. A course with WF is counted as attempted credit hours in the computation of academic standing and is calculated as an F in the student’s grade point average.

## Grade Corrections and Grade Appeals

**A student may appeal a final course grade only for one or more of the following criteria:**

- A. The faculty member violated a specific University rule or policy pertaining to grading, including refusal to discuss a grade with the student.
- B. The faculty member did not provide stated grading criteria and a grading scale, did not follow the stated criteria or grading scale, or applied either of them inconsistently.
- C. A clerical or administrative error was made in the process of recording or reporting the grade, and the faculty member has not corrected it.
- D. The faculty member did not report any grade for the individual student.
- E. The grade reflects discriminatory, biased, abusive, exploitive, or otherwise improper conduct toward the individual student. These allegations will be referred to the appropriate office, as determined by legal counsel, for investigation. The scope of the investigation will be limited to the allegation(s) and will not address the grade appeal. Hence, the following appeal process may be placed on hold during the investigation of the alleged discrimination but will not circumvent the grade appeal process. The Program Director and Department Chair (Second Level) will be informed of the determination of the investigation. Should the appeal involve the Program Director or the Chair as the instructor, his or her immediate supervisor will be informed. Due to the confidential nature of harassment, discrimination, and Title IX investigations, the substance of the investigation will not be shared, only the outcome. In cases where a violation has been found, the Second Level reviewer will assess whether the violation impacted the appellant’s grade. Determination of the final grade will be made through the formal grade appeal process.

## APPEAL PROCESS

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

### First Level: Appeal to the Faculty Member

A student who wishes to appeal a grade for any of the criteria (A through D above) must first notify the instructor of record by email that he or she wishes to appeal and discuss the reason(s) for questioning the final grade. If the grade appeal uses criterion E, then students may appeal directly to the Program Director or Department Chair (Second Level).

The deadline for a student to take the complaint to the faculty member is 5 p.m. CST on the 10th business day of the semester following the final grade being appealed.

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

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

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

### **Second Level: Appeal to the Department Chair/Program Director**

If the student's concerns remain unresolved after discussion with the instructor, or if the instructor does not respond within the allotted time of five business days, the student may submit a written Grade Appeal form according to the following process. The Grade Appeal form must be submitted within 10 business days of the response from the instructor. In the case of receiving no response from the instructor after five business days, students can submit the written Grade Appeal form to the Program Director or Chair directly. This timeline may not apply in situations where criterion E was designated as the basis of the appeal.

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

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

#### **B. Submission** of the completed Grade Appeal Form to:

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

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

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

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

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

### **Third Level: Appeal to Academic Affairs Grade Appeal Committee**

*(within 10 business days of departmental determination)*

If the departmental review process does not result in resolution of the student's concerns, the student has 10 business days after receiving the determination to notify the Department Chair or Program Director that the student wishes to appeal the decision. The Department Chair or Program Director shall then direct the Grade Appeal form and all associated communications to the Chair of the Faculty Council, who will refer this appeal to the Grade Appeal Committee, an ad-hoc faculty committee that provides a higher level of appeal beyond the department. The ad-hoc faculty committee is to be established by the Executive Committee of the Faculty Council, as needed, and is to consist of no fewer than three faculty members with knowledge relevant to the basis of the appeal. Prior to making

a decision, the Grade Appeal Committee shall consult with the Vice President of Academic Affairs (VPAA). The Grade Appeal Committee shall make a final decision within 20 business days of having received the Grade Appeal form and supporting documentation. The final decision shall be made by the Grade Appeal Committee members only. After a final decision is made by the Grade Appeal Committee, the Committee will inform the VPAA, Chair of the Faculty Council, Department Chair, Program Director (if applicable), instructor of record, and the student of that decision. The decision of the Grade Appeal Committee is final.

**COMMONLY CITED EXCEPTION**

If the instructor of record is also serving as Chair or Program Director, the student, after an unsuccessful attempt at resolution with the faculty member, may direct the Grade Appeal form to the immediate supervisor, who will serve as the second-level reviewer. Should the student not be satisfied with the second-level reviewer's decision, the student will request an appeal to the Grade Appeal Committee by notifying the second-level reviewer that he or she wishes to appeal.



## TUITION AND FEES – CHICAGO CAMPUS

### 2018-2019 TUITION AND FEES SCHEDULE

#### Chicago Campus: Tuition (per credit hour)

Clinical M.A. Programs	\$ 1,265
Non-Clinical M.A. Programs	\$ 855
Psy.D. Programs	\$ 1,470
Ph.D.	\$ 1,420
Audit Clinical M.A.	\$ 630
Audit Non-Clinical M.A.	\$ 427
Audit Psy.D.	\$ 740
Audit Ph.D.	\$ 710

#### Chicago Campus: Universal Fee (per semester)

*Note: A student who is active in multiple programs will have the Universal Fee associated with his or her highest program assessed each semester.*

Certificate Programs	\$ 380
M.A. in Counseling: Art Therapy	\$ 400
M.A. in Counseling: Clinical Mental Health Counseling – Full Time	\$ 535
M.A. in Counseling: Clinical Mental Health Counseling (3-year track students who began prior to fall 2018)	\$ 353
M.A. in Counseling: Forensic Counseling	\$ 460
M.A. in Counseling: Rehabilitation Counseling	\$ 535
M.A. in Counseling: Sport and Health	\$ 690
M.A. in Counseling: Student Affairs and College Counseling	\$ 453
M.A. in Couple and Family Therapy	\$ 510
M.A. in Public Policy or Public Administration	\$ 370
M.A. in Public Policy or Public Administration (2-year track students who began prior to fall 2018)	\$ 180
Ph.D. in Art Therapy	\$ 420
Ph.D. in Couple and Family Therapy	\$ 410
Ph.D. in Counselor Education and Supervision	\$ 455
Doctor of Psychology in Clinical Psychology (PSYD) – All emphases except Child and Adolescent Clinical Psychology	\$ 675
Doctor of Psychology in Clinical Psychology (PSYD) – Emphasis in Child and Adolescent Clinical Psychology	\$ 690

#### Chicago Campus: Registration-Based Fees

Psy.D. Diversity Seminar	\$ 1,470
Psy.D. Dissertation/Dissertation Continuation Course	\$ 1,470
Psy.D. Internship Course – Full-Time	\$ 1,470
Psy.D. Internship Course – Half-Time	\$ 740

#### Degree Completion Fees

Late Degree Completion & Graduation Application Fee	\$ 50
Replacement Diploma	\$ 60

#### Admissions Fees & Deposits

Admissions Application Fee	\$ 30
Deposit (nonrefundable) – M.A. Programs	\$ 200
Deposit (nonrefundable) – Doctoral Programs	\$ 300
Deferment Fee	\$ 500

**Chicago and Online Campuses: Miscellaneous Fees**

Course Drop (Chicago Campus only)	\$ 70
Late Payment Fee (% of past due balance)	2%
Late Registration (Chicago Campus only)	\$ 420
Official Transcript	\$10, plus applicable fees
Post-Add/Drop Registration (Chicago Campus only)	\$ 420
Returned Check (per occurrence)	\$ 70
Stop Payment	\$ 35
Transfer/Waiver Credit Evaluation (per request, Chicago Campus only)	\$ 55
U-PASS (Chicago Campus only); charged per semester of full-time enrollment	\$ 120
U-PASS Replacement (Chicago Campus only)	\$ 50

*Please note: All tuition and fees are subject to change.*

*Also note that students who are active in multiple programs will have the tuition rate and universal fee associated with their highest program assessed each semester*

**Payment Information – Chicago Campus****METHODS OF PAYMENT**

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

**By Mail:** Payment may also be remitted by paper check or money order on campus at the Office of Student Accounts. Checks are to be made payable to Adler University. Unless otherwise indicated, tuition and fees are listed in U.S. dollars, and remittance must be made in U.S. dollars.

Mailed payments must be received by the Office of Student Accounts by the scheduled due date. Please allow adequate time for mailing (payments postmarked on or before the due date will have any and all late payment fees waived, if applicable).

Payments made by check or money order should be mailed to:

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

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

Students are responsible for all tuition and fees at the time due regardless of pending employer or third-party reimbursement unless other financial arrangements have been made. Students receiving financial aid funds are responsible for submitting payment for all tuition and fees that will not be covered by the amount of aid anticipated.

Payment plans (monthly installments) are available. Interested students can contact the Office of Student Accounts for more information. Inquiries should be initiated prior to the published tuition due date.

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

## Tuition Refund Policy – Chicago Campus

Students who have officially withdrawn from the University, have withdrawn from specific courses, or have been administratively withdrawn may be entitled to a tuition refund to be paid within 14 business days of the processing of the withdrawal or drop. Please note that a drop fee will be assessed per course to all Chicago Campus student accounts regardless of the term week in which students drop. Refunds will be based on the total charge incurred rather than the amount paid by the student. Mandatory fees are not refundable once the term has begun. Only tuition charges will be refunded based on the following schedule:

### Fall & Spring Terms – Chicago Campus

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

### Summer Term – Chicago Campus

*(Policy applicable to summer I and summer II sessions)*

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

Students who formally withdraw from Adler University will be refunded in accordance with the University's refund policy based on the official withdrawal date processed by the Office of the Registrar.

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

Students who are administratively withdrawn from the University are subject to the University's tuition refund policy. In addition, those students who participate in financial aid programs are subject to the return of Title IV funds as mandated by the federal government. Please see the Financial Aid section of this catalog for more information.

## PROGRAMS OF STUDY – CHICAGO CAMPUS

Adler University is committed to serving students with diverse needs through multiple degree options. A number of degree programs, certificates, and emphases and concentrations can be completed on either a full-time or part-time basis via online, blended, or traditional on-ground delivery methods. It is strongly recommended that students pursuing a counseling or clinical psychology degree enroll full time in order to focus the necessary time and attention to their studies and clinical training. Degree programs, certificates, emphases, and concentrations are offered in the following areas.

### ***Master of Arts (M.A.):***

- Counseling: Art Therapy
- Counseling: Specialization in Clinical Mental Health Counseling
- Counseling: Specialization in Forensic Counseling
- Counseling: Specialization in Rehabilitation Counseling
- Counseling: Specialization in Sport and Health
- Couple and Family Therapy

### ***Master of Public Administration (MPA):***

- Public Administration: Sustainable Communities Concentration
- Public Administration: Criminal Justice Concentration

### ***Master of Public Policy (MPP):***

- Public Policy: Community Health Concentration
- Public Policy: Human Rights Advocacy Concentration

### ***Certificates:***

- Couple and Family Therapy
- Substance Abuse Counseling

### ***Doctoral Programs:***

- Doctor of Philosophy in Art Therapy (Ph.D.)
- Doctor of Philosophy in Counselor Education and Supervision (Ph.D.)
- Doctor of Philosophy in Couple and Family Therapy (Ph.D.)
- Doctor of Psychology in Clinical Psychology (PSYD) with emphasis in:
  - Advanced Adlerian Psychotherapy
  - Child and Adolescent Clinical Psychology
  - Military Clinical Psychology
  - Primary Care Psychology and Behavioral Medicine
  - Substance Abuse Treatment
  - Traumatic Stress Psychology

# MASTER OF ARTS IN COUNSELING: ART THERAPY

## Program Overview

The Master of Arts in Counseling: Art Therapy program is an integrated degree in art therapy and counseling. The program prepares students to be both counselors and art therapists and leads to dual credentialing in art therapy and licensure in counseling. It provides education and clinical training within the context of the philosophy, theories, and principles of counseling and art therapy as well as Adlerian Psychology, Adlerian Art Therapy and the institutional mission and vision. The program fosters collaboration, compassion, leadership, service in the community, cultural competence, innovation, and the creative artistic process in order to promote peace and healing. The program focuses on mastering clinical counseling principles, skills, and techniques that include competency in documentation, treatment planning, and diagnostics in conjunction with the principles, skills, and techniques of art therapy. The combination of the curriculum and the applied practica experiences produce graduates who are not only strong counselors and art therapists, but also socially responsible practitioners who engage in their communities and promote social justice.

Immediately upon graduation from this program, a graduate may apply to take the Illinois Licensed Professional Counselor (LPC) examination and the National Counselor Examination (NCE). After receiving this license, a practitioner may work to complete additional requirements in order to apply to take the Licensed Clinical Professional Counselor (LCPC) examination. This program also provides students with the academic and clinical training needed to meet the education requirements to apply for registration as an art therapist and to seek counselor licensure in Illinois. Students wishing to seek licensure outside of Illinois are strongly encouraged to research the requirements to sit for licensure for each state or province in which they wish to practice. An online search on a state's or province's website is a useful source of this information.

The Provisional Registered Art Therapist (ATR-Provisional) is the credential that ensures an art therapist meets established educational standards, with successful completion of advanced specific graduate-level education in art therapy, and is practicing art therapy under an approved supervisor(s). Students are eligible to apply for this credential once they have completed their degree (or education requirements for the ATR-Provisional) and are engaged in a supervisory relationship with a qualified supervisor(s). The ATR-Provisional is not a required credential to apply for the ATR.

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

With successful completion of this examination, an art therapist is awarded the credential of ATR-BC by the Art Therapy Credentials Board.

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

## Program Learning Objectives

1. To develop graduates who ethically assess, appraise, evaluate, and intervene with diverse populations, using multiple methods, including art therapy, counseling, and psychotherapy across many settings and in changing and evolving contexts.
2. To develop graduates who have mastered the scientific foundations of art therapy, counseling, and psychotherapy and who apply this knowledge to their work and who use research methods to understand human problems.
3. To train graduates to understand art therapy, counseling, and psychotherapy within a social and cultural context with the attitudes, knowledge, and skills needed to work professionally and ethically in a multicultural society.
4. To prepare graduates who are knowledgeable in the application of management, supervision, consultation, and education methods within the profession of art therapy, counseling, and psychotherapy, including knowledge and experience of managing, facilitating, and maintaining an art therapy open studio/practice and upon eligibility, managing and supervising others.
5. To develop graduates with the essential attitudes, knowledge, and skills to effectively engage in socially responsible practice and who can apply Adlerian theory, art therapy and counseling methods, and values in their work.

## Program-Specific Minimum Admission Requirements

Applicants to this program are typically required to present the following:

- An undergraduate/baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- The equivalent of 12 semester credit hours in psychology with grades of C or better. These courses need to include general or introductory psychology, abnormal psychology, and life span development. All prerequisites should be completed by the end of a student's first semester at Adler University.
- Eighteen semester credit hours or 27 quarter credit hours in studio art that demonstrate proficiency and disciplined commitment to visual art in three or more visual art media.
- A portfolio of original artwork (15 examples in three or more different media) demonstrating competence with art materials is required to be presented at the admission interview.

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

## Degree Requirements

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

* MAT-510	Professional Development Seminar I	1 cr.
SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
* MAT-515	Professional Development, Issues, and Ethics in Art Therapy, Counseling, and Psychopathology	3 cr.
MAT-517	Community Psychology	3 cr.
* MAT-***	Advanced Counseling Methods and Adlerian Psychology and Psychopathology	3 cr.
MAT-519	Adlerian Theories and Integrative Interventions for Families, Parents, and Teachers	2 cr.
MAT-520	Introduction to Addictive Disorders	3 cr.
MAT-521	Lifestyle and Career Development	3 cr.
MAT-522	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
* MAT-523	Basic Skills for Psychotherapy and the Use of Art Therapy	3 cr.
MAT-524	Research Methods in Art Therapy, Counseling, and Psychotherapy	3 cr.
* MAT-525	Historical and Theoretical Perspectives of Art Therapy, Counseling, and Psychotherapy	3 cr.
* MAT-526	Assessment and Appraisal in Art Therapy, Counseling, and Psychotherapy	3 cr.
* MAT-527	Use of Art Therapy in Group Psychotherapy and Psychopathology	3 cr.
* MAT-650	Life Span Development in Art Therapy, Counseling, and Psychotherapy	3 cr.
MAT-651	Sociocultural and Multicultural Approaches in Art Therapy, Counseling, and Psychotherapy	3 cr.
MAT-652	Theories and Methods of Intervention in Art Therapy, Counseling, and Psychotherapy I: Couples, Families, and Older Adults	3 cr.
* MAT-653	Theories and Methods of Intervention in Art Therapy, Counseling, and Psychotherapy II: Trauma, Loss, Grief, and Bereavement	3 cr.
MAT-654	Neuroscience in Art Therapy, Counseling, and Psychotherapy: Special Populations	3 cr.
MAT-655	Studio Art in Art Therapy, Counseling, and Psychotherapy	3 cr.
MAT-656	Special Populations: Adaptive Methods in Art Therapy, Counseling, and Psychotherapy	2 cr.
MAT-667	Practicum Seminar in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision I	2 cr.
MAT-668	Practicum Seminar in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision II	2 cr.

MAT-677	Practicum in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision I	1 cr.
MAT-678	Practicum in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision II	1 cr.
MAT-995	Master of Arts Clinical Qualifying Examination	0 cr.
# MAT-610	Practicum Continued in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision (This extended practicum course is offered in Summer II Session)	0 cr.
# MAT-669	Practicum Seminar in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision III	1 cr.
# MAT-679	Practicum in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision III	1 cr.

**Total Credit Hours Required: 64**

\* Required before beginning art therapy practicum.

# If needed

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of Social Justice Practicum I & II.
3. Satisfactory completion of a minimum of 700 clock hours of counseling and art therapy practicum/internship, with 350 of those hours in direct client contact.
4. A cumulative grade point average of 3.0 or higher and no more than two grades (or six credit hours) of C.
5. Successful completion of the Master of Arts Clinical Qualifying Examination.
6. Successful second-year portfolio review.
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: Art Therapy.

## Professional Practice and Field Training

### SOCIAL JUSTICE PRACTICUM (SJP)

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs during the fall and spring terms. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside the community as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners.



All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of “Pass” for the midterm and final evaluation to receive credit for completing the SJP.

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

## CLINICAL PRACTICUM

The Master of Arts in Counseling: Art Therapy program combines education and clinical training in the field of counseling and art therapy that includes core counseling education and training that incorporates the theories and practices of Adlerian psychotherapy. The program requires 64 credit hours in coursework, including 700 hours of counseling and art therapy practicum that is completed over a 9 to 12 month period. Some students may not be able to complete their 700 supervised hours within the time frame and will need to continue their MACAT Practicum into the second session of the summer term of their second year. They would then enroll in MAT-610: Practicum Continued in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision, which was developed for students who need more time for completion. The Master of Arts in Counseling: Art Therapy program can be completed in two years with a full-time course load over three terms for each of the two years. For further information, consult the Clinical Practicum Handbook: Master of Arts in Counseling: Art Therapy.

## Master of Arts in Counseling: Art Therapy Course Descriptions

### **MAT-510**                      **Professional Development Seminar I**                      **1 Credit**

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

### **MAT-515**                      **Professional Development, Issues, and Ethics in Art Therapy, Counseling, and Psychopathology**                      **3 Credits**

This course is designed to provide students with a solid foundation for the ethical practice of art therapy and of counseling. Students will learn codes of ethics of the American Art Therapy Association (including the Art Therapy Credentials Board) and the American

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

**MAT-517****Community Psychology****3 Credits**

Students learn theory and research on the role of community psychology in treating problems related to a range of pervasive social justice issues that impact on the health of individuals and communities. Community Psychology takes an ecological approach to human functioning, locating health and dysfunction in the interaction between individuals and larger social systems. This area of psychology is also concerned with preventive interventions and encourages collaboration across disciplines. Intervention strategies that involve community needs assessment; program development, consultation, and evaluation; community organizing; activism/advocacy; fundraising; and policy analysis will be emphasized. In addition, art therapy and art making through an Adlerian lens in relation to community and social interest is explored. This course also focuses on consultation and supervision within the healthcare field as it relates to documentation, treatment planning, and diagnosis with an emphasis on theories and strategies that are used to provide services to individuals, groups, and organizations.

**MAT-\*\*\******Advanced Counseling and Adlerian Psychology  
and Psychopathology*****3 Credits**

This course introduces and integrates advanced methods of historical and theoretical approaches to counseling along with the principles of Alfred Adler's theory and philosophy of communities and humankind as a basis for understanding the development of an individual's unique style of living or personality. These principles include the purposiveness of behavior, the indivisible self, goal-directed behavior, and the role of social interest in mental health and social progress. Students learn how to apply these principles in counseling and treatment planning, with the goals to improve well-being of individuals, couples, groups, families, and society. This course covers the advanced theoretical principles of counseling and individual psychology with an emphasis on the self-creation of one's unique style of life and includes other integrative approaches. Focus is on the context of the advanced understanding of human nature and development, theories of psychopathology and Adler's view on psychopathology, approaches to treatment, and the beliefs about the nature of helping relationships in relation to the individual's original family constellation and socioeconomic setting. It further emphasizes the contextual setting of pathological development of the style of life within families and society. The course addresses cognitive, affective, and sociocultural dimensions in the individual's development and self-training; the selectivity of perception in the formation of one's worldview; the purposive nature of behavior; and creativity, self-determination, and the indivisibility of the person. It also covers the maladaptive manifestation of these aspects as the psychodynamics of psychopathology. Attention is paid to the recursive influence between society and the individual on both adaptive and maladaptive levels. Art therapy and art-making through an Adlerian lens based on the work of Sadie Dreikurs is explored.

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

This course provides an opportunity to develop family and child guidance, parenting knowledge and skills, as well as instruction and behavioral skills to be used by teachers in the classroom based on Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students are taught how to facilitate a family or parenting group or teacher training group. Students will receive supervision from Adlerian faculty as they lead or co-lead a family or parenting group or teacher training group in the community. This course highlights Alfred Adler's and Rudolf Dreikurs's place in history with family, parenting, and child guidance practices and integrates them within other family, parenting, and child guidance theories and paradigms. Adlerian-based family and parenting programs and other therapeutic approaches are recognized as evidence-based programs. *This course should not be taken in the first year of any program.*

**MAT-520**                      **Introduction to Addictive Disorders**                      **3 Credits**

This course provides an introduction to substance use and the treatment of addictive disorders. Assessment of substance use disorders and current treatment models for substance use, misuse, abuse, dependence, and concurrent disorders are discussed. Information about pharmacological, physiological, and medical aspects of chemical dependence as well as an overview of treatment delivery systems and alternative treatment settings (inpatient and outpatient treatment, prevention programs, mutual-help groups, harm-reduction programs, and recovery homes) is provided. Each of these areas includes a focus on the historical context of substance use, along with consideration of current diversity and social justice issues related to substance use and regulation. Included is an overview of the information needed to assess along with the treatment models of addictive disorders and the tools needed to recognize the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and the mentally ill substance abusers (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence is included, along with the historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

**MAT-521**                      **Lifestyle and Career Development**                      **3 Credits**

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

**MAT-522                      Biopsychosocial Bases of Health and Dysfunction                      3 Credits  
for Counselors**

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders, from adjustment disorders to serious psychopathologies, is discussed. Additional topics include an overview of the etiology, developmental course, diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors are addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM. Topics also include an overview of the etiology, developmental course, treatment, and policy/advocacy issues associated with each disorder, focusing on socially responsible practice. This course also focuses on consultation and supervision within the healthcare field as it relates to documentation, treatment planning, and diagnosis with an emphasis on theories and strategies that are used to provide services to individuals, groups, and organizations.

**MAT-523                      Basic Skills for Psychotherapy and the Use of Art Therapy                      3 Credits**

This course teaches art therapy and counseling students basic and in-depth relationship micro- and macro-counseling and psychotherapy skills that use role-plays, artwork, art-making, art directives, and other experiential activities to demonstrate these concepts. The course covers counseling skills (e.g., attending, active listening, building rapport), intake interviewing, and self-reflection/self-assessment procedures and other experiential activities to prepare for clinical work on practicum. Students learn to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client problems, including assessing and managing suicidal risk and crisis intervention. This course also includes the direct experience of various art processes and materials in order to identify the therapeutic effect of art-making that in turn leads to comprising treatment goals and intervention strategies as related to the latest version of the DSM to understand diagnostic criteria and the relationship between diagnosis, counseling, and art therapy assessments (formal and informal, projective, objective, and subjective) and treatment planning within the realm of case conceptualization formulations. It also addresses additional skills such as confrontation, immediacy, here-and-now processing, self-disclosure, and stages of change. This course is designed to provide a foundation of knowledge, awareness, and skills needed for providing more effective counseling services in a multicultural society. The course cover theories, research, and best practices associated with ethical, multicultural, socially responsible, social justice, and wellness competencies. It also introduces brain research and neuroscience in art therapy and counseling theory and skills integration. This course emphasizes both between-group and within-group differences and the intersections of race, ethnicity, gender, religion, sexual orientation, country of origin, disability, and socioeconomic status. Students are introduced to topics including oppression and privilege, racism, discrimination, sexism, power, and ageism, with a focus on the management, administration, supervision, and consultation roles of clinical mental health counselors. Students are oriented to the principles of development, management, and efficacy of programs and service delivery formats with reference to public mental health policies, financing, and regulatory process. In addition, students learn about models of supervision and consultation within clinical mental health agencies with a focus on art therapy in the community. This also prepares students for the practicum experience.

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

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

**MAT-525**                      **Historical and Theoretical Perspectives of Art Therapy, Counseling, and Psychotherapy**                      **3 Credits**

This course introduces the history, philosophy, theory, and practice of art therapy, counseling, and psychotherapy within the fields of counseling, mental health, and psychology. The fundamental elements of art therapy, counseling, and psychotherapy are addressed with attention to the theoretical foundations of each field of study. The impact of diversity issues such as culture, age, gender, and diverse intersections, as they apply to different psychotherapy approaches, will be a central theme in this course. Learning in this course is attained through lectures, oral and written assignments, art directives, and experiential exercises. In addition, this course explores the nature and the history of clinical mental health counseling and the role of counselors in relation to different service delivery modalities, other mental health professionals in the community, mental health services agencies, and organizations. Students are exposed to various crisis intervention models, associated responses to clients' mental health needs during crises, and professional response to various traumatic events. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems, and it emphasizes the role of the art therapist and counselor in advocating and promoting client welfare, including an understanding of the impact of a range of pervasive social justice issues on their mental health. In addition, ethical and professional issues that affect the practice of clinical mental health counselors are discussed.

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

This course introduces students to the concept of appraisal as it pertains to an art therapy, counseling, and psychotherapy practice. It also provides foundational knowledge of individual and group approaches to assessment and evaluation commonly used in art therapy and counseling. Students explore the tools and methods of appraisal, assessment, and evaluation using the latest DSM, in addition to formal standardized and informal assessments, to practice treatment planning and socially responsible best practices. Psychometric statistics such as measures of central tendency and standard errors, as well as psychometric properties of instruments such as validity and reliability are discussed. Strategies for ethical selection, administration, and interpretation of assessment and evaluation instruments and techniques with multicultural considerations are addressed.

Experiential art activities, lab exercises, lectures, evaluation via quizzes and exams, as well as regular written assignments are the primary means of learning in this course. This class develops cultural awareness and sensitivity regarding professional identity within the realm of the role and responsibilities of an art therapist, counselor, and psychotherapist.

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

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

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

This course presents an overview of various art therapy and counseling models and theories in the discussion of the characteristics, developmental needs, and tasks at different stages of a person's life cycle. The impact of social, cultural, biological, and psychological factors on prenatal life, childhood, adolescence, adulthood, and aging is discussed. Students learn about psychosocial development, cognitive functioning, life transitions, coping and adaptation, work and retirement, bereavement, and related issues in a person's life cycle in relation to their work as counselors. Theories of psychological development and graphic development provide models for understanding human behavior across the life span. Art therapy perspectives, counseling, and psychotherapy interventions are presented through readings, lectures, art-making activities, films, and class discussion. Students review major theories of psychological and psychosocial development that have provided models for understanding human behavior across the life span. This understanding, in addition to learning the various stages of graphic development (includes Lowenfeld's), is the basis for specific age-appropriate interventions in art therapy. Additionally, understanding the development of socially excluded populations (due to racism, sexism, ableism, etc.) enhances the overview of this course.

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

This course provides a basic foundation of knowledge, awareness, and skills needed for providing more effective counseling services in a multicultural society. The course covers theories, research, and practices associated with multicultural competence with emphases on both between-group and within-group differences and the intersections of race, ethnicity, gender, religion, sexual orientation, country of origin, disability, and socioeconomic status. Students are introduced to topics including oppression and privilege, racism, discrimination,

sexism, power, and ageism. Through readings, lectures, films, and art-based activities, students address a broad spectrum of cultural factors that influence art therapy, counseling, and psychotherapy practice. Issues and tools to develop cultural competence in an art therapy, counseling, and psychotherapy practice are presented. Focus is placed on gaining an understanding of the historical, social, and political factors that influence beliefs, attitudes, and behaviors toward individual difference. Students examine critical methods and best practices of multicultural art therapy and counseling through class discussions, exercises, and assessment assignments. Emphasis is placed on developing increased awareness and application of multicultural art therapy and counseling skills to become a culturally competent and ethical practitioner, as well as gaining an understanding of multicultural art therapy and counseling techniques that highlight sociocultural and diverse perspectives. Additional emphasis is placed on developing an awareness of individual and group processes and how the clinician's individual, group, and cultural identity impact ethical assessment and treatment of clients from diverse groups. Integrating science and practice is also highlighted. Through readings, lectures, videos, and art-based activities, students address a broad spectrum of cultural and social exclusion factors that influence art therapy practice. Issues and tools to develop cultural competence in counseling and art therapy practice are presented. Using written, oral, and artistic skills, students are expected to explore their own racial and cultural roots to build a foundation for working with diverse clients. This class develops cultural awareness and sensitivity regarding socially responsible professional identity within the realm of the role and responsibilities of an art therapist, counselor, and psychotherapist.

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

The focus of this course is family dynamics and treatment strategies in culturally diverse families and varied family constellations including older adults. Readings, presentations, and art-based activities provide the class learning experiences. This course focuses on understanding family dynamics and treatment strategies involving interviewing and intervention techniques and approaches in art therapy, counseling, and psychotherapy through selected readings, discussions, and film presentations. This course introduces the process of clinical art therapy and counseling interventions with families across the life span and across generations. Definitions of “couple” and “family” are discussed in reference to traditional, single-parent, and alternative parenting practices. This course also addresses issues arising in culturally diverse families and effective approaches to treatment utilizing predominant theoretical models in family therapy. Learning in this course focuses on information and strategies in couple and family art therapy and counseling through experiential exercises and lectures as well as written and oral assignments. The impact of multigenerational and environmental factors on family dynamics and couples' relations is examined through various systemic perspectives. Students learn about the leading figures, feature concepts, and typical techniques and intervention strategies of these models. Students are encouraged to evaluate the strengths and limitations of these models with consideration of power and hierarchy, gender bias, and diversity factors when working with different client populations.

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

Through readings, class presentations, discussions, and art-making directives, this course provides information and skill-building exercises that elucidate several aspects of the trauma spectrum. The subjects of trauma recovery, loss, grief and bereavement, vicarious trauma, and the effects of trauma on diverse populations are covered in depth. This course is designed to assist students in expanding their art therapy and counseling knowledge and skills, such as interviewing and intervention techniques. Students learn to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client problems, including assessing and managing suicidal risk and crisis intervention. The course also focuses on students' application of theory-specific counseling techniques in the context of therapeutic relationships (e.g., stages of treatment, common factors in the change process, and multicultural issues). Students are trained in current record-keeping standards and protocol in clinical mental health settings.

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

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

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

This course provides studio time to gain skills, develop visual art techniques, explore artistic creativity via materials and media in art therapy through visio-spatial and perception skills as they relate to counseling and psychotherapeutic health and wellness goal setting for clients. Students explore personal creativity in relation to the art therapy and counseling profession. An emphasis is placed on the process of materials and media involved in



art-making as it relates to the profession of art therapy as well as how it is integrated within the realm of increased mental health and wellness is a focus of this course. Additionally, students share information about art-making techniques to expand each individual's repertoire of media and approaches. Art experientials that use symbolism, the formal elements of art, and the Expressive Therapies Continuum enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to develop their skills for employment in the field of art therapy and counseling. Students also collaborate and consult within a peer and supervisory model in the planning, publicizing, staging, and execution of a studio art show that highlights their art made throughout the course. This course also focuses on consultation and supervision within the healthcare field as it relates to counseling and art therapy documentation, treatment planning, and diagnosis, with an emphasis on various strategies that are used to provide art therapy services to individuals, groups, and organizations.

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

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

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

*Prerequisites: Completion of a minimum of 27 credit hours of coursework, including MAT-510 MAT-523 or MAT-525 or; MAT-526 MAT-527 MAT-518 MAT-650 MAT-653 or concurrent with MAT-677; and consent of Chair and Director of Training required.* This clinical practicum in an approved agency or institution requires 700 hours onsite with at least 350 hours in direct client contact. Along with the field experience, students receive individual supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. In a group consultation model, this course provides eight students in practicum with group discussion on counseling, psychotherapy, and art therapy practicum topics and issues. The focus is on increasing knowledge, skills, and professional growth within ethical, socially responsible, and culturally diverse perspectives in art therapy and mental health counseling. This seminar is designed to assist students in expanding their counseling knowledge and skills. Students learn to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client problems, including assessing and managing suicidal risk and crisis intervention. The course also focuses on students' application of theory-specific counseling techniques in the context of therapeutic relationships (e.g., stages of treatment, common factors in the change process, and multicultural issues). Students will also be trained in current record-keeping standards and protocol in clinical mental health settings, as well as learning

consultative skills. Art experientials enhance this course as students use self-reflective methods, including mindfulness-based best practices, to develop their skills for employment in the field of art therapy and counseling. Students discuss and present cases that include artwork to demonstrate their ability in applying counseling theories and techniques, assessment and diagnostic information in relation to clients' characteristics in case conceptualization, and treatment planning. Practicum seminar also provides peer support and consultation that instills an understanding of the process of psychoeducational consultation with emphasis on theories and strategies that are used to provide services to individuals, groups, and organizations.

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

*Prerequisites:* MAT-667; concurrent with MAT-678. Along with the field experience, students receive individual supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. In a group consultation model, this course provides eight students in practicum with group discussion on art therapy practicum topics and issues. The focus is on increasing knowledge, skills, and professional growth within ethical, socially responsible, and culturally diverse perspectives in art therapy. This seminar is designed to further assist students in expanding their counseling knowledge and skills. Students learn to continue to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client problems, including assessing and managing suicidal risk and crisis intervention. The course also focuses on students' application and demonstration of theory-specific art therapy and counseling techniques in the context of therapeutic relationships (e.g., stages of treatment, common factors in the change process, and multicultural issues). Students are trained in current record-keeping standards and protocol in clinical mental health settings. Students discuss and present cases to demonstrate their ability in applying art therapy and counseling theories and techniques, assessment and diagnostic information in relation to clients' characteristics in case conceptualization, and treatment planning. Practicum seminar also provides peer support and consultation, as well as professional development. Art experientials enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to further develop and enhance their skills for employment in the field of art therapy and counseling. Practicum seminar also provides peer support and consultation that instills an understanding of the process of psychoeducational consultation with emphasis on theories and strategies that are used to provide services to individuals, groups, and organizations.

**MAT-669**                      **Practicum Seminar in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision III**                      **1 Credit**

*Prerequisites:* MAT-668; concurrent with MAT-679. Along with the field experience, students receive supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. Using a peer consultation model, the practicum seminar provides discussion of professional issues, clinical art therapy practice, and onsite practicum supervision experiences. Class participants discuss specific clinical cases with attention to the principles of art therapy practice, counseling skills, assessment, and intervention. The focus is on the development of knowledge, skills, and values essential to competent

and ethical art therapy and counseling practice. Students are further oriented to the principles of development, management, and evaluation of programs and service delivery formats with reference to public mental health policies, financing, and regulatory processes. In addition, students learn about models of supervision and consultation, and the operation and management of risk and emergency systems within clinical mental health agencies and in the community. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems, and it emphasizes the role of the counselor in advocating and promoting client welfare, including an understanding of the impact of a range of pervasive social justice issues on their mental health. In addition, ethical and professional issues that affect the practice of art therapists and mental health counselors are discussed. Practicum seminar also provides peer support and consultation, as well as professional development. Students demonstrate competencies that enable them to be clinically and culturally competent, ethical, and socially responsible entry-level practitioners. Art experientials enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to further develop and enhance their skills for employment in the field of art therapy and counseling. Practicum seminar also provides peer support and consultation that instills an understanding of the process of psychoeducational consultation with emphasis on theories and strategies that are used to provide services to individuals, groups, and organizations.

**MAT-677                      Practicum in Art Therapy, Counseling, and Psychotherapy:    1 Credit  
   Consultation and Supervision I**

*Prerequisites: Completion of a minimum of 27 credit hours of coursework, including MAT-510, MAT-523, MAT-525, MAT-526, MAT-527, MAT-518 or MAT-650, MAT-653.* This clinical practicum in an approved agency or institution requires a minimum of 700 hours onsite, with at least 350 hours in direct client contact. Practicum also provides supervision, peer support, and consultation that instills an understanding of the process of psychoeducational consultation with emphasis on theories and strategies that are used to provide services to individuals, groups, and organizations.

**MAT-678                      Practicum in Art Therapy, Counseling, and Psychotherapy:    1 Credit  
   Consultation and Supervision II**

*Prerequisites: Completion of a minimum of 27 credit hours of coursework, including MAT-510, MAT-523, MAT-525, MAT-526, MAT-527, MAT-518 or MAT-650, MAT-653; concurrent with MAT-667/MAT-668.* This clinical practicum in an approved agency or institution requires a minimum of 700 hours onsite, with at least 350 hours in direct client contact. Practicum also provides supervision, peer support, and consultation that instills an understanding of the process of psychoeducational consultation with emphasis on theories and strategies that are used to provide services to individuals, groups, and organizations.

**MAT-679                      Practicum in Art Therapy, Counseling, and Psychotherapy:    1 Credit  
   Consultation and Supervision III**

This clinical practicum in an approved agency or institution requires a minimum of 700 hours onsite, with at least 350 hours in direct client contact. Practicum also provides supervision, peer support, and consultation that instills an understanding of the process of psychoeducational consultation with emphasis on theories and strategies that are used to provide services to individuals, groups, and organizations.

**MAT-610**                      **Practicum Continued in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision**                      **0 Credit**

This extended practicum course is offered in summer II and is for students in need of additional practicum hours. This clinical practicum in an approved agency or institution requires a minimum of 700 hours onsite, with at least 350 hours in direct client contact. Practicum also provides supervision, peer support, and consultation that instills an understanding of the process of psychoeducational consultation with emphasis on theories and strategies that are used to provide services to individuals, groups, and organizations.

**SJP-513**                      **Social Justice Practicum I**                      **1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and life credit is inadmissible to meet this requirement. *Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.*

**SJP-514**                      **Social Justice Practicum II**                      **1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and no life credit is admissible to meet this requirement.

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

## Program Mission

The Master of Arts in Counseling: Clinical Mental Health Counseling (CMHC) program is a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program and trains skilled and socially responsible counselors who are culturally competent and socially aware to meet the needs of diverse communities. It prepares students with knowledge in theories and methods of clinical mental health counseling. As a diverse community of learners, faculty, students, and the community work collaboratively to eradicate social inequities and enhance the well-being of individuals, groups, couples, and families across the life span. We are dedicated to social justice advocacy through exemplary instruction, clinical work, community engagement, leadership, and scholarship. Graduates of the program are prepared to work in a wide variety of mental health positions within diverse clinical settings, including but not limited to community mental health agencies, private practice, employee assistance programs, hospitals, and government organizations.

## Program Overview

The M.A. in Counseling–CMHC program consists of:

- A comprehensive theoretical curriculum (counseling and Adlerian foundations) and supervised field experiences of 62 credit hours. These may be completed in two years as a full-time student or three to four years on a part-time (evening/weekend/online) basis.
- The clinical field experience is conducted through a supervised practicum (100 hours) and internship (600 hours). Through our vast network of community partners, students are able to complete their practical training in a variety of settings.
- A Social Justice Practicum (SJP), a 200-hour social responsibility immersion experience created to develop in graduates an identity as social justice advocates and agents of social change.
- A CMHC Comprehensive Examination.

## Program Learning Objectives

1. Professional Orientation and Ethical Practice: Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials, and advocacy processes.
2. Social and Cultural Diversity: Develop self-awareness and multicultural counseling competencies. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society and the role of social justice and advocacy to the practice of counseling.

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

## Instructional Modality

The CMHC program can be completed in one of two modalities: on-campus and online (starting spring 2019).

### ON-CAMPUS MODALITY

In this modality, most classes are offered in a traditional classroom format; however, to meet the needs of students with different life demands, classes are also available in weekend, evening, online, and blended (partially online) formats.

## **ONLINE INSTRUCTIONAL MODALITY**

The online modality is designed for students who want to complete the program in a distance-learning format. All courses will be delivered online using the university's learning management system in either an 8-week or a 16-week cycle. In addition to online engagement and distance learning, four courses will have face-to-face teaching and evaluation components required prior to entering practicum, which will be conducted during a five-day residency week during the first and second years. These courses include:

- COUN-534 Counseling Skills (first-year residency)
- COUN-536 Counseling Multicultural Communities (first-year residency)
- COUN-540 Group Counseling (second-year residency)
- CMHC-617 Treatment Planning and Intervention (second-year Residency)

## **Full-Time or Part-Time Learning Schedule**

The class offerings are designed to meet the needs of students who desire a full-time, two-year or part-time, three-year or four-year learning schedule.

## **Licensure**

The program curriculum is designed to meet the current requirement for the Licensed Professional Counselor (LPC) credential in Illinois. Per the approval of the Illinois Department of Financial and Professional Regulation, graduates may be able to take the National Counselor Exam that was adopted by the state for the LPC credential.

With additional post-master's supervised experience, graduates may apply for the Licensed Clinical Professional Counselor (LCPC) credential in Illinois. Students should be advised that licensure criteria change frequently and that some states may require courses and/or training beyond those currently required by the program. Therefore, students should plan their curriculum according to specific state requirements. Details regarding application for these credentials can be found at [nbcc.org/directory](http://nbcc.org/directory).

CMHC students are eligible to take the National Counselor Examination (NCE) on campus during the last semester of the program before graduation as a part of the application process to earn the National Certified Counselor (NCC) credential. Upon degree completion, students can submit their passing NCE scores to the state board toward the fulfillment of state LPC requirements.

## **Minimum Admission Requirements**

Applicants to this program are required to have:

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

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

## Degree Requirements

### Core Courses

COUN-518	Adlerian Theory and Counseling	3 cr.
* CMHC-538	Professional Functions of Clinical Mental Health Counselors	3 cr.
* COUN-532	Professional, Legal, and Ethical Issues in Counseling	3 cr.
* COUN-533	Counseling Theories	3 cr.
* COUN-534	Counseling Skills	3 cr.
* COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
* COUN-536	Counseling Multicultural Communities	3 cr.
* COUN-540	Group Counseling	3 cr.
* CMHC-617	Treatment Planning and Intervention	3 cr.
COUN-618	Couple and Family Counseling	3 cr.
COUN-622	Human Growth and Development	3 cr.
COUN-625	Research and Program Evaluation	3 cr.
COUN-626	Appraisal and Assessment	3 cr.
COUN-629	Career Development Theories and Interventions	3 cr.
COUN-630	Addictions Counseling	3 cr.
CMHC-615	Crisis Intervention and Trauma Counseling	3 cr.

### Electives (6 Credit Hours)

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

### Elective Options

CMHC-620	Child and Adolescent Counseling	3 cr.
CMHC-640	Counseling and Human Sexuality	3 cr.
CMHC-721	Technology Applications in Counseling	3 cr.
CMHC-722	Counseling Older Adults and Families	3 cr.
CMHC-688	Mind, Body, and Meditative Practices in Counseling	3 cr.
<b>or</b>		
The thesis series below:		
COUN-550	Preparation for Applied Thesis	1 cr.
COUN-551	M.A. Thesis I	1 cr.
COUN-552	M.A. Thesis II	1 cr.

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



### Field Training and Seminars

SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
CMHC-693	CMHC Practicum and Seminar	2 cr.
CMHC-694	CMHC Internship and Seminar I	2 cr.
CMHC-698	CMHC Internship and Seminar II	2 cr.

### CMHC Comprehensive Examination

CMHC-995	CMHC Comprehensive Examination	0 cr.
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### Total Credit Hours Required: 62

If students are unable to accrue the 600 required hours of internship upon completion of CMHC-698, then students will have to register for CMHC-699: CMHC Internship and Seminar II Continuation.

\*Courses denoted with an asterisk are practicum prerequisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.

## Graduation Requirements

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of internship.
3. Satisfactory completion of Social Justice Practicum I & II.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
5. Passing grade on the CMHC Comprehensive Examination.
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling.

## Professional Practice and Field Training

### SOCIAL JUSTICE PRACTICUM (SJP)

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs during the fall and spring terms. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside the community as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners.

All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

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

### **CLINICAL MENTAL HEALTH COUNSELING PRACTICUM AND INTERNSHIP**

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

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

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

During the academic year, the Director of Clinical Training will assist students with the application process prior to the actual field placement. Adler University has a pool of approved training sites in various mental health settings and service themes. Details of the requirements and application process for the CMHC practicum and internship can be found in the CMHC Practicum and Internship Training Manual. You may obtain a copy of this manual from the Adler Connect portal at [connect.adler.edu](http://connect.adler.edu) or from the program Faculty Advisor and Program Director.

### **CMHC Comprehensive Examination**

The CMHC Comprehensive Examination evaluates general knowledge as a professional counselor. Included in this exam is an assessment of the student's understanding of theoretical knowledge across a range of core subject areas found in the student's curriculum.

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

### **CMHC-538 Professional Functions of Clinical Mental Health Counselors 3 Credit**

This course orients students to the roles and functions of clinical mental health counselors. Topics include the nature and history of the field of clinical mental health counseling, the function of care coordination across different service delivery formats, as well as the policies and regulations that impact counselors. Administrative roles of clinical mental health counselors will also be covered. This includes the nature of program development and management as it pertains to finance and regulatory processes. In addition, students will learn about various models of supervision and consultation, as well as risk and emergency systems management within both clinical mental health and community settings.

### **CMHC-615 Crisis Intervention and Trauma Counseling 3 Credits**

This course will introduce students to crisis intervention models and associated responses to clients' mental health needs during crises, disasters, and other trauma-causing events. Strategies and procedures for assessing risk, including suicide, aggression, and self-harm will also be covered. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems. An emphasis is given to the role of the counselor in advocating and promoting client welfare, including an understanding of the impact of a range of pervasive social justice issues on clients' mental health, including the cumulative effects of adverse childhood experiences (ACES). The principles of grief and bereavement processes, including cultural differences, will also be addressed.

### **CMHC-617 Treatment Planning and Intervention 3 Credits**

*Prerequisites: COUN-533, COUN-534; concurrent with COUN-535.* This course is designed to assist students in expanding their counseling knowledge and skills. Students will learn to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client problems, including assessing and managing suicidal risk and crisis intervention. The course also focuses on students' application of theory-specific counseling techniques in the context of therapeutic relationships (e.g., stages of treatment, common factors in the change process, and multicultural issues). Students will also be trained in current record-keeping standards and protocol in clinical mental health settings.

### **CMHC-620 Child and Adolescent Counseling 3 Credits**

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

**CMHC-640                      Counseling and Human Sexuality                      3 Credits**

This course is a study of the foundational components in understanding human sexuality and assisting individuals and couples with sexual concerns. It is designed to provide information in the following areas: research and history about sexuality studies, sexual development, sexuality and gender expression, and social and emotional dynamics of sexuality. Clinical applications will also be addressed, including the treatment of sexual disorders and sexual trauma/abuse, sexual behavior patterns, reproductive issues, and sexually transmitted infections.

**CMHC-688                      Mind, Body, and Meditative Practices in Counseling                      3 Credits**

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

**CMHC-721                      Technology Applications in Counseling                      3 Credits**

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

**CMHC-693                      CMHC Practicum and Seminar                      2 Credits**

*Prerequisites:* SJP-513, SJP-515, COUN-532, COUN-533, COUN-534, COUN-535, COUN-536, COUN-540, CMHC-538, CMHC-617. CHMC Practicum provides a forum for students to attain supervised clinical experience in which the students develop basic counseling skills and integrate professional knowledge. Practicum requires students to complete 100 hours of field training in a clinical mental health setting, including attaining 40 direct hours through both individual and group counseling. Along with the field experience, students receive individual supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. Students discuss and present cases to demonstrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. Practicum seminar also provides peer support and consultation. Counseling Practicum is a prerequisite for Counseling Internship (CMHC-694).

**CMHC-694                      CMHC Internship and Seminar I                      2 Credits**

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

**CMHC-698                      CMHC Internship and Seminar II                      2 Credits**

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

**CMHC-699                      CMHC Internship and Seminar II Continuation                      0 Credits**

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

**CMHC-722                      Counseling Older Adults and Families                      3 Credits**

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

**CMHC-995                      CMHC Comprehensive Examination                      0 Credits**

*Prerequisite: Completion or near completion of all CMHC program requirements.* The CMHC Comprehensive Examination evaluates general knowledge as a professional counselor. Included in this exam is an assessment of the student's understanding of theoretical knowledge across a range of core subject areas found in the student's curriculum.

## Counseling Course Descriptions

**COUN-518                      Adlerian Theory and Counseling                      3 Credits**

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

**COUN-532 Professional, Legal, and Ethical Issues in Counseling 3 Credits**

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

**COUN-533 Counseling Theories 3 Credits**

This course provides a survey of models and theories consistent with current research (evidenced-based) and practice in the counseling profession. Approaches include psychoanalytic, individual psychology, person-centered, existential, cognitive-behavioral, Gestalt, family systems, and postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

**COUN-534 Counseling Skills 3 Credits**

This course teaches basic relationship and counseling skills using role-plays and other experiential activities. The course covers basic counseling skills (e.g., attending, active listening, building rapport), intake interviewing, and self-reflection/self-assessment procedures. It also addresses additional skills such as confrontation, immediacy, here-and-now processing, self-disclosure, and stages of change.

**COUN-535 Diagnosis of Maladaptive Behavior 3 Credits**

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

**COUN-536 Counseling Multicultural Communities 3 Credits**

This course is designed to provide a basic foundation of knowledge, awareness, and skills needed for providing more effective counseling services in a multicultural society. The course will cover theories, research, and practices associated with multicultural competence with emphases on between-group and within-group differences and the intersections of race, ethnicity, gender, religion, sexual orientation, country of origin, disability, and socioeconomic status. Students will be introduced to topics including oppression and privilege, racism, discrimination, sexism, power, and ageism.

**COUN-540 Group Counseling 3 Credits**

*Prerequisites: COUN-533, COUN-534.* This course introduces students to theory and principles of group dynamics as well as developmental stages of groups. In addition, group members' roles and behaviors and therapeutic factors of group work will be discussed. Students will have the opportunity to apply these principles through role-playing, participating as group members in an experiential component of this course as well as designing, planning, leading, and co-leading group sessions for diverse client populations.

**COUN-550                      Preparation for Applied Thesis                      1 Credit**

*Prerequisite: Permission of the Program Director.* The purpose of this course is to review policies and procedures pertinent to completion of a thesis as a degree program requirement. The course instructor will assist students in selecting and/or refining an appropriate topic for empirical study, identifying a faculty member to serve as their Thesis Advisor, identifying a second reader, and developing a research proposal that will form the foundation for their final thesis. The M.A. Thesis is a student-directed study conducted in consultation with an approved faculty member in a theoretical, methodological, or applied psychological area relevant to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and American Psychological Association standards.

**COUN-551                      M.A. Thesis I                      1 Credit**

*Prerequisite: COUN-550.* The M.A. Thesis is a student-directed study conducted in consultation with an approved faculty member in a theoretical, methodological, or applied psychological area relevant to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and American Psychological Association standards.

**COUN-552                      M.A. Thesis II                      1 Credit**

*Prerequisite: COUN-551.* The M.A. Thesis is a student-directed study conducted in consultation with an approved faculty member in a theoretical, methodological, or applied psychological area relevant to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and American Psychological Association standards.

**COUN-618                      Couple and Family Counseling                      3 Credits**

*Prerequisites: COUN-533, COUN-534.* This course presents an overview of major models of couples and family therapy. The impact of multigenerational and environment factors on family dynamics and couples' relations will be examined through various systemic perspectives. Students will learn about the leading figures, feature concepts, and typical techniques and intervention strategies of these models. Students will be encouraged to evaluate the strengths and limitations of these models with consideration of power and hierarchy, gender bias, and diversity factors when working with different client populations.

**COUN-622                      Human Growth and Development                      3 Credits**

This course presents an overview of various models and theories in the discussion of the characteristics, developmental needs, and tasks at different stages of a person's life cycle. The impact of social, cultural, biological, and psychological factors on prenatal life, childhood, adolescence, adulthood, and aging will be discussed. Students will also learn about psychosocial development, cognitive functioning, life transitions, coping and adaptation, work and retirement, bereavement, and related issues in a person's life cycle in relation to their work as counselors.

**COUN-625                      Research and Program Evaluation                      3 Credits**

This course is a master's-level introduction to research methods and program evaluation as it pertains to the field of professional counseling. Major research designs including both quantitative and qualitative methods will be explored. Research procedures, such data collection, sampling, and data analysis, and issues related to validity, reliability, and

limitations of different approaches will be discussed. In addition, the course will survey the history and development of program evaluation and provide an introduction to needs assessment in regard to program development, data collection methodology, and data analysis. Ethical and culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies will be also covered.

**COUN-626                      Appraisal and Assessment                      3 Credits**

This course will provide foundational knowledge of individual and group approaches to assessment and evaluation commonly used in counseling practice. Students will be introduced to a variety of formal and informal assessment tools and instruments. Psychometric statistics, such as measures of central tendency and standard errors, as well as psychometric properties of instruments, such as validity and reliability, will be discussed. Strategies for ethical selection, administration, and interpretation of assessment and evaluation instruments and techniques with multicultural considerations will be addressed.

**COUN-629                      Career Development Theories and Interventions                      3 Credits**

*Prerequisite:* COUN-533. This course will examine career development and decision-making models and ethical counseling applications to diverse/multicultural client populations. Students will select, administer, interpret, and evaluate a variety of assessment instruments (online, etc.) and utilize educational and labor market information for the purpose of career planning and development. In addition, students will develop and evaluate career services/programs for particular groups in school, agency, or business settings.

**COUN-630                      Addictions Counseling                      3 Credits**

*Prerequisites:* COUN-533, COUN-534. This course provides an introduction to substance use and the treatment of addictive disorders. Assessment of substance use disorders and current treatment models for substance use, misuse, abuse, dependence, and concurrent disorders are discussed. Information about pharmacological, physiological, and medical aspects of chemical dependence as well as an overview of treatment delivery systems and alternative treatment settings (e.g., inpatient and outpatient treatment, prevention programs, mutual help groups, harm reduction programs, and recovery homes) is provided. Each of these areas includes a focus on the historical context of substance use, along with consideration of current diversity and social justice issues related to substance use and regulation.

**SJP-513                      Social Justice Practicum I                      1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include



(1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of “Pass” for the midterm and final evaluation to receive credit for completing the SJP. *Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.*

**SJP-514****Social Justice Practicum II****1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of “Pass” for the midterm and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and no life credit is admissible to meet this requirement.

# MASTER OF ARTS IN COUNSELING: SPECIALIZATION IN FORENSIC COUNSELING

## Program Mission

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

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

## Program Overview

The MACF program consists of:

- A comprehensive theoretical curriculum (counseling and Adlerian foundations) and supervised field experiences.
- The clinical counseling field experience is conducted through a supervised practicum (100 hours) and internship (600 hours). Through our vast network of community partners, students are able to complete their practical training in a variety of settings.
- A Social Justice Practicum (SJP), a 200-hour social responsibility immersion experience created to develop in graduates an identity as social justice advocates and agents of social change.
- A Comprehensive Examination.

## Program Outcomes

1. Professional Orientation and Ethical Practice: Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials, and advocacy processes.
2. Social and Cultural Diversity: Develop self-awareness and multicultural counseling competencies. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society, and the role of social justice and advocacy to the practice of counseling.

3. Human Growth and Development: Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across the life span.
4. Career Development: Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations.
5. Helping Relationships: Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, crisis intervention services.
6. Group Work: Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods, and skills to the practice of counseling.
7. Assessment: Demonstrate knowledge of principles of testing and measurement, including statistical concepts, and apply them to individual and group assessment and evaluation.
8. Research and Program Evaluation: Describe and recognize the importance of research and statistical-based methods, statistical, needs assessment, and program evaluation to inform evidence-based practice of counseling.
9. Forensic Counseling and Practice: Demonstrate skills and competencies necessary for working with clients in the forensic systems and settings including the ability to identify cultural, political, social and economic influences that impact client work; identify the role of aggression, violence, and social deviance as it relates to counseling in forensic populations; apply knowledge and skills in legal proceedings; and relate psychological issues of trauma and victimology regarding this population.
10. Adlerian Foundations and Principles: Apply principles of Adlerian theory such as purposiveness of behavior, the indivisible self, goal-directed behavior, and the role of social interest in counseling and treatment planning with the goals to improve well-being of individuals, couples, groups, families, and a diverse society.
11. Social Justice/Social Responsibility: Reflect on personal values and assumptions (privileges, disadvantages, etc.) about the nature and causes of social problems (social injustices such as poverty, racism, abuse) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary, diverse community-based organizations.

## Instructional Modality

This program is designed to be completed in two years on a full-time basis. Part-time students complete the program in three years. Students seeking a part-time schedule must consult with the Program Director. Courses required for this program are offered in weekday and evening options; some classes are offered in a fully online format and blended format (which requires students to be on campus two weekends per term).

## Licensure and Certification

The MACF program aligns with degree and coursework requirements to be eligible for licensure as a Licensed Professional Counselor (LPC) in Illinois. All candidates for licensure in Illinois are required to complete the application process, which may include fees and/or a background check. For further information about licensure, please visit the Illinois Department of Financial and Professional Regulation at [idfpr.com/profs/ProfCounselor.asp](http://idfpr.com/profs/ProfCounselor.asp).

Although this program satisfies the current academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) credential in Illinois, students should be aware that licensure requirements in some states may require them to take courses beyond those currently required by Adler University. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly. Applicants should check credentialing requirements in the jurisdiction in which they intend to practice following graduation. Links to state and provincial credentialing boards can be found on the website of the American Counseling Association.

## The National Board of Forensic Evaluators

The MACF program curriculum is aligned with the educational requirements and prepares students to sit for the written and oral examination to become a certified Forensic Mental Health Evaluator through the National Board of Forensic Evaluators. With appropriate direct experience in the forensic mental health field, graduates can meet the requirements to pursue certification. Information on certification requirements for forensic specialties may be found at [nbfe.net/CFMHE/](http://nbfe.net/CFMHE/). Please work with your faculty and program advisor to determine certification requirements.

## Minimum Admission Requirements

Applicants to this program are required to have:

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

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

## Degree Requirements

### Core Courses

MACF-507	Counseling in Forensic Populations	3 cr.
MACF-508	Violence, Aggression, and Social Deviance	3 cr.
MACF-509	Trauma and Victimology: Theory, Practice, and Advance Counseling Skills	3 cr.
MACF-720	Forensic Mental Health Evaluation and Practice	3 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
*COUN-532	Professional, Legal, and Ethical Issues in Counseling	3 cr.
*COUN-533	Counseling Theories	3 cr.
*COUN-534	Counseling Skills	3 cr.
*COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
*COUN-536	Counseling Multicultural Communities	3 cr.
*COUN-540	Group Counseling	3 cr.
COUN-618	Couple and Family Counseling	3 cr.

COUN-622	Human Growth and Development	3 cr.
COUN-625	Research and Program Evaluation	3 cr.
COUN-626	Appraisal and Assessment	3 cr.
COUN-629	Career Development Theories and Interventions	3 cr.
COUN-630	Addictions Counseling	3 cr.

\*Courses denoted with an asterisk are practicum prerequisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.

### Field Training and Seminars

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

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

MACF-684	MACF Counseling Internship and Seminar Continued	0 cr.
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### Electives (6 Credit Hours)

Students are required to take two three-hour elective courses. Students can take electives offered by the MACF program as listed below, or they can choose a course from the Department Elective Menu on page 3 of the MACF academic advisement sheet, upon Faculty Advisor's approval. Please note that not all the electives are offered at the same time; it depends on the offering cycle. Canadian students will need to take the thesis series as the elective should they plan to pursue doctoral studies in Canada.

### Elective Options

MACF-715	Forensic Mental Health in Law Enforcement	3 cr.
MACF-716	Sex Offender Treatment, Theory, and Practice	3 cr.
MACF-717	Juvenile Justice, Delinquency, and Development	3 cr.

*or*

Thesis Series:

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

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### Total Credit Hours Required: 65

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

MACF-995	MACF Comprehensive Examination	0 cr.
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## Grade Requirements for Prerequisites

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

## Graduation Requirements

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of a minimum of 100 hours of practicum and a minimum of 600 hours of internship.
3. Satisfactory completion of Social Justice Practicum I & II.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
5. Successful completion of the Comprehensive Examination.
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling: Specialization in Forensic Counseling degree.

## Professional Practice and Field Training

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

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

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

The Faculty Advisor and training professor will assist students with the application process during the academic year prior to the actual field placement. The University has a pool of approved training sites in various mental health settings and service themes. Details about requirements and the application process for the MACF counseling practicum and internship can be found in the MACF Counseling Practicum and Internship Training Manual. You may obtain a copy of this manual from the Adler Connect portal at [connect.adler.edu](http://connect.adler.edu) or from the program Faculty Advisor or Program Director.

### **SOCIAL JUSTICE PRACTICUM (SJP)**

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

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

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

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

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

### **MAFC Comprehensive Examination**

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

Students are eligible to take the exam after their successful completion of all the COUN core courses.

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

- MACF-507**                      **Counseling in Forensic Populations**                      **3 Credits**  
This course exposes students to the wide gamut of approaches utilized in the treatment and rehabilitation of offenders, with attention given to the evaluation of their effectiveness. The course also explores the complexities of assessing and treating various psychological diagnoses and conditions within forensic settings. Further, this course examines the psychological theories related to the etiology, development, treatment, and prediction of violent crimes as well as the types of interventions feasible within the criminal justice system.
- MACF-508**                      **Violence, Aggression, and Social Deviance**                      **3 Credits**  
This course explores the psychosocial, political, and economic systems that influence behavior and the role they each play in the development of aggression, violence, and social deviance. Contemporary research, theory, and practice concerning the hypothesized role of biology and environment will also be considered.
- MACF-509**                      **Trauma and Victimology: Theory, Practice, and Advanced Counseling Skills**                      **3 Credits**  
This course will familiarize students with the major psychological theories of trauma as they relate to both perpetrators and victims of crime, and it will explore the impact of trauma on individuals and groups. Students will develop evidenced-based practice skills as applied to the treatment of PTSD, vicarious trauma, and compassion fatigue.
- MACF-680**                      **MACF Counseling Practicum and Seminar**                      **2 Credits**  
This course provides a forum for students to obtain supervised clinical experience in which they develop basic counseling skills and integrate professional knowledge. Practicum requires students to complete 100 hours of field training in a clinical mental health setting, including attaining 40 direct hours through both individual and group counseling. Along with the field experience, students receive individual supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. Students discuss and present cases to demonstrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. Practicum seminar also provides peer support and consultation. Counseling Practicum is a prerequisite for Counseling Internship (MACF-682).
- MACF-681**                      **MACF Counseling Internship and Seminar I**                      **2 Credits**  
*Prerequisite: MACF-680.* Following practicum completion, internship is a supervised capstone clinical experience in which the student refines basic counseling, and integrates and authenticates professional knowledge and skills appropriate to the clinical mental health counseling settings and initial postgraduate professional placement. At this stage, students are to complete the 600 hours of field training, including 240 direct counseling hours, in a clinical mental health setting. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. Students will continue receiving support, peer consultation opportunities, and group supervision during the seminar.



**MACF-683                      MACF Counseling Internship and Seminar II                      2 Credits**

*Prerequisite:* MACF-681. This is a continuation of students' internship experience with the goal to complete the 600-hours requirement. At the conclusion of the practicum and internship, students should be able to demonstrate competencies that enable them to be clinically and culturally competent, ethical, and socially responsible entry-level practitioners. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. The seminar will continue to provide support, peer consultation opportunities, and group supervision for the student interns.

**MACF-684                      MACF Counseling Internship and Seminar Continued                      0 Credits**

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

**MACF-715                      Forensic Mental Health in Law Enforcement                      3 Credits**

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

**MACF-716                      Sex Offender Treatment, Theory, and Practice                      3 Credits**

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

**MACF-717                      Juvenile Justice, Delinquency, and Development                      3 Credits**

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

**MACF-720                      Forensic Mental Health Evaluation and Practice                      3 Credits**

This course prepares students to be forensic mental health evaluators. It focuses on the role of forensic mental health counselors and evaluators in legal processes relating to family violence, child custody, sex offenders, juvenile justice, and other judiciary issues in both criminal and specialized courts. Students will be provided opportunities to apply skills in forensic interviewing, designing protocols to address common referrals from the court/legal system, conducting specialized assessment procedures/instruments including risk assessments. Students will learn about multidisciplinary collaboration in the areas of providing expert testimony, mitigation, mediation, treatment, and multidisciplinary collaboration. This course guides students through a series of applied assignments that include designing a protocol to address a forensic mental health referral from the court, conducting forensic interviews, administering assessment procedures, interpreting data, report writing, trial preparation, and providing testimony in a mock court.

## MASTER OF ARTS IN COUNSELING: SPECIALIZATION IN REHABILITATION COUNSELING

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

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

The MACR program consists of:

- A comprehensive theoretical curriculum (counseling, rehabilitation counseling, and Adlerian foundations) and supervised field experiences of 64 credit hours. This comprehensive graduate program can be completed in 24 months of full-time attendance.
- Clinical field experience, which is conducted through a supervised practicum (100 hours minimum) and internship (600 hours). Through a large network of community partners, students are able to complete their clinical training in a variety of settings.
- A Social Justice Practicum (SJP), a 200-hour social responsibility immersion experience created to develop in graduates an identity as social justice advocates and agents of social change.

### Program Learning Objectives

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

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

## Instructional Modality

This program is designed to be completed in two years on a full-time basis or three years part-time. Students seeking a part-time schedule must consult with the Program Director. Courses required for this program are offered in a variety of formats, including weekday and evening, completely online, or partially online with two weekend class meetings.

## Licensure and Credentials

Upon completion of this program, students are prepared to take the Certified Rehabilitation Counselor (CRC) examination, a nationally recognized credential. This degree program exceeds the academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) in Illinois. In addition, students who pass the CRC examination are eligible to apply for the LPC in Illinois with no additional examination requirement. The program is accredited by the Council for Accreditation and Related Educational Programs (CACREP).

Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) credential in Illinois, students should be aware that licensure requirements in some states may require them to take courses beyond those currently required by Adler University. Students should be advised that licensure criteria may change frequently and that some states may require courses and/or training beyond those currently required by the program. Students should plan their curriculum according to specific state requirements. Details regarding application for these credentials can be found at [nbcc.org/directory](http://nbcc.org/directory). More information about the field of rehabilitation counseling can be found at [arcaweb.org](http://arcaweb.org) and [crrcertification.com](http://crrcertification.com).

## Minimum Admission Requirements

Applicants to this program are required to have:

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

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

## Degree Requirements

### Core Courses

* MACR-500	Foundations of Rehabilitation Counseling	3 cr.
MACR-502	Medical and Psychosocial Aspects of Disability	3 cr.
MACR-511	Rehabilitation Counseling Professional Identity Seminar I	1 cr.
MACR-512	Rehabilitation Counseling Professional Identity Seminar II	1 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
* CMHC-531	Foundations of Clinical Mental Health	3 cr.

* COUN-532	Professional, Legal, and Ethical Issues in Counseling	3 cr.
* COUN-533	Counseling Theories	3 cr.
* COUN-534	Counseling Skills	3 cr.
* COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
* COUN-536	Counseling Multicultural Communities	3 cr.
* COUN-540	Group Counseling	3 cr.
COUN-618	Couple and Family Counseling	3 cr.
COUN-622	Human Growth and Development	3 cr.
COUN-625	Research and Program Evaluation	3 cr.
COUN-630	Addictions Counseling	3 cr.
MACR-638	Advocacy, Community Outreach, and Case Management in Rehabilitation Counseling	3 cr.
MACR-639	Individual Appraisal and Assessment Methods in Rehabilitation Counseling	3 cr.
MACR-642	Career Development, Vocational Rehabilitation, and Job Placement	3 cr.
MACR-995	MACR Comprehensive Examination	0 cr.

### Field Training and Seminars

SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
MACR-557	MACR Practicum and Seminar	2 cr.
MACR-657	MACR Internship and Seminar I	2 cr.
MACR-658	MACR Internship and Seminar II	2 cr.

\*Courses denoted with an asterisk are practicum prerequisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.

### Electives (3 Credit Hours)

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

The thesis series as the elective:

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

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

## Graduation Requirements

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of internship.
3. Satisfactory completion of Social Justice Practicum I & II.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

## Professional Development and Field Training

### **SOCIAL JUSTICE PRACTICUM (SJP)**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs during the fall and spring terms. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside the community as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners.

All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

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

### **REHABILITATION COUNSELING PRACTICUM AND INTERNSHIP**

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

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

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

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

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

### **MACR-500                      Foundations of Rehabilitation Counseling                      3 Credits**

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

### **MACR-502                      Medical and Psychosocial Aspects of Disability                      3 Credits**

This is a survey course on the physical, psychological, social, and spiritual aspects of disability. The focus of the course is emphasizing the importance of a holistic understanding of individuals with disabilities and the often complex interplay of various factors as they impact the well-being of those with disabilities. An overview of a range of disabling conditions is provided including etiology, pathology, diagnosis, prevalence, and prognosis. The implications for the functioning in various spheres of these conditions will be reviewed, as well as common rehabilitation interventions employed with individuals with these conditions.

### **MACR-511                      Rehabilitation Counseling Professional Identity Seminar I                      1 Credit**

This professional identity seminar examines the roles and functions of rehabilitation counselors. Issues of diversity related to students' personal and professional growth are addressed. The roles of rehabilitation counselors as socially responsible practitioners embracing social justice and advocacy are explored. In addition, participation in professional associations to further education and advocacy is examined.



**MACR-512                      Rehabilitation Counseling Professional Identity Seminar II                      1 Credit**

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

**MACR-557                      MACR Practicum and Seminar                      2 Credits**

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

**MACR-638                      Advocacy, Community Outreach, and Case Management                      3 Credits  
in Rehabilitation Counseling**

*Prerequisite:* MACR-500. This is the foundational course in the role of the rehabilitation counselor as a socially responsible practitioner. The course begins with a review of various case management procedures typically performed by rehabilitation counselors such as disability documentation and eligibility determination; employment documentation; and interfacing with the medical system, community agencies, and governmental agencies. In addition to preparing students to function in these traditional roles, the course also provides students with knowledge and skills that will enable them to work collaboratively with disabled individuals, communities, and other professionals to advocate for services and resources for those with disabilities. Included will be a discussion of the process of policy analysis, development, and implementation and the potential roles that rehabilitation counselors can play in influencing this process. Techniques for empowering individuals with disabilities and their families as well as community organizations advocating for disability rights as well as other forms of social action are covered.

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

*Prerequisite:* MACR-500. This review class provides an overview of the role of assessment in rehabilitation counseling, including the diagnostic interview and various assessment tools and methods used to evaluate individuals with disabilities and develop recommendations and interventions based on the findings. Included in this review are basic psychometric principles pertinent to test design and use; types of assessment methods and instruments typically used in rehabilitation; understanding of the process of administering, scoring, and interpreting results; communicating results and recommendations; using assessment for treatment planning; the role and function of vocational assessment; and the impact of individual and cultural diversity on assessment.

**MACR-642 Career Development, Vocational Rehabilitation, and Job Placement 3 Credits**

*Prerequisite: MACR-502.* This course focuses on the critical interface of work and disability. The major theories of career development are reviewed; application of these theories to persons with disabilities is explored. The psychosocial and economic aspects of work and the impact of disability on employment are considered. Theories and techniques for successful integration of rehabilitation clients in the labor market are addressed, including demand-side employer perspectives, job analysis, job development, job restructuring and modification, labor market analysis, and use of specialized placement techniques. Attention is also given to the role of the rehabilitation counselor in advocating for changes in policies and practices related to attitudinal and environmental barriers to employment.

**MACR-657 MACR Internship and Seminar I 2 Credits**

*Prerequisite: MACR-557.* Following student's completion of practicum, internship is a supervised clinical experience in which the student refines basic rehabilitation counseling and integrates and authenticates professional knowledge and skills appropriate to rehabilitation and clinical mental health counseling settings. At this stage, students work toward completion of 600 hours of field training, including 240 hours of direct service to people with disabilities in rehabilitation or clinical mental health settings. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, case conceptualization, and treatment planning. Students will continue receiving support, peer consultation opportunities, and group supervision during the seminar.

**MACR-658 MACR Internship and Seminar II 2 Credits**

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

**MACR-995 MACR Comprehensive Examination 0 Credit**

*Prerequisite: Completion or near completion of all MACR program requirements.* The MACR Comprehensive Examination evaluates general knowledge as a professional rehabilitation counselor. Included in this exam is an assessment of the student's understanding of theoretical knowledge across a range of core subject areas found in the student's curriculum.

**SJP-513 Social Justice Practicum I 1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of “Pass” for the midterm and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and life credit is inadmissible to meet this requirement. *Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.*

**SJP-514****Social Justice Practicum II****1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of “Pass” for the midterm and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and no life credit is admissible to meet this requirement.

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

## Program Mission

The Master of Arts in Counseling: Specialization in Sport and Health (MASH) provides students with a comprehensive foundation in theories and methods of both counseling and sport. The MASH program offers the best features of graduate counseling education with sport and human performance coupled with Adler University's emphasis on socially responsible practice. Counselors with specialized training will be able to work with individuals who wish to maximize their psychological well-being and sport performance. Dually trained graduates are employed within health promotion programs, high school and university counseling centers, amateur and professional sport programs, physical rehabilitation centers, community health and recreation agencies, retirement communities, and medical facilities.

## Licensure and Credentials

The program curriculum is designed to meet the current requirement for the Licensed Professional Counselor (LPC) credential in Illinois. With additional post-master's supervised experience, graduates may apply for the Licensed Clinical Professional Counselor (LCPC) credential in Illinois. Students should be advised that licensure criteria change frequently and that some states may require courses and/or training beyond those currently required by the program. Therefore, students should plan their curriculum according to specific state requirements. Details regarding application for these credentials can be found at [nbcc.org/directory](http://nbcc.org/directory).

## Sport Psychology Certification

Successful completion of this program will prepare graduates to apply for the Certified Mental Performance Consultant (CMPC; [appliedsportpsych.org](http://appliedsportpsych.org)), which requires a 400-hour mentored experience.

## Program Overview

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

- A comprehensive curriculum including supervised field experiences totaling 71 credit hours.
- The Social Justice Practicum, a social responsibility immersion experience created to develop an identity as social justice advocates and agents of social change in graduates (200 hours total).
- The counseling/clinical field experience is conducted through a supervised practicum (100 hours) and internship (600 hours). Through our vast network of community partners, students can complete their practical training in a variety of settings.
- A sport and health psychology field training experience is required for graduation. (In order to earn CMPC credentialing, students need to earn 400 field hours.)

## Program Learning Objectives

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

## Instructional Modality

This program is designed to be flexible and completed in an average of three years with exceptions for students with extenuating circumstances. Students seeking a part-time or expedited schedule must consult with the Program Director. Courses are offered in a variety of formats: weekday and evening on campus, completely online, or a blended online format that includes two weekends of on-campus class meetings.

## Minimum Admission Requirements

Applicants to this program are required to have:

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

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

## Degree Requirements

### Core Courses

COUN-518	Adlerian Theory and Counseling	3 cr.
* COUN-532	Professional, Legal, and Ethical Issues in Counseling	3 cr.
* COUN-533	Counseling Theories	3 cr.
* COUN-534	Counseling Skills	3 cr.
* COUN-535	Diagnosis of Maladaptive Behaviors	3 cr.
COUN-536	Counseling Multicultural Communities	3 cr.
* COUN-540	Group Counseling	3 cr.
* COUN-617	Treatment Planning and Intervention	3 cr.
COUN-618	Couple and Family Counseling	3 cr.
COUN-622	Human Growth and Development	3 cr.
COUN-625	Research and Program Evaluation	3 cr.
COUN-626	Appraisal and Assessment	3 cr.
COUN-629	Career Development Theories and Interventions	3 cr.
COUN-630	Addictions Counseling	3 cr.
** MASH-539	Introduction to Sport and Human Performance	3 cr.
MASH-541	Cognition in Sport and Human Performance	3 cr.
MASH-543	Biological Bases of Human Performance	3 cr.
** MASH-642	Advanced Techniques in Sport and Human Performance	3 cr.
MASH-645	Contemporary Issues in Sport	3 cr.

### Field Training and Seminars

SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
MASH-680	MSHP Counseling Practicum and Seminar	2 cr.
MASH-682	MSHP Counseling Internship and Seminar I	2 cr.
MASH-684	MSHP Counseling Internship and Seminar II	2 cr.
MASH-681	Sport and PerformanceHealth Externship and Seminar I	1 cr.
MASH-683	Sport and PerformanceHealth Externship and Seminar II	1 cr.
MASH-685	Sport and PerformanceHealth Externship and Seminar III	1 cr.

MASH-995	MSHP Comprehensive Examination	0 cr.
	Elective (Choose one from list below)	3 cr.

\*Courses denoted with an asterisk are counseling practicum prerequisites, which students need to complete prior to their counseling practicum.

\*\*Courses denoted with two asterisks are sport externship prerequisites, which students need to complete prior to their sport externship. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.

### Electives (3 credit hours)

Students are required to take an elective of three credit hours. If students do not have an upper-level undergraduate exercise physiology, biomechanics, or kinesiology course (as required by standard K3 Sport Science for the CMPC credential), students must take MASH-643: Exercise Physiology as their elective.

MASH-643	Exercise Physiology	3 cr.
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Additional Sport and Health-specific electives include:

MASH-647	Exercise Psychology	3 cr.
MASH-648	Business Development in Sport and Health Psychology	3 cr.

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

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

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

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**Total Credit Hours Required: 71**

## Graduation Requirements

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of internship.
3. Satisfactory completion of Social Justice Practicum I & II.
4. Satisfactory completion of at least 300 hours of sport & health psychology externship.
5. Pass the Counseling Preparation Comprehensive Examination.
6. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C in courses other than practicum prerequisites.
7. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
8. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling: Specialization in Sport and Health.

## Professional Practice and Field Training

### **SOCIAL JUSTICE PRACTICUM (SJP)**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs during the fall and spring terms. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside the community as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners.

All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

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

### **COUNSELING PRACTICUM AND INTERNSHIP**

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

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

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

The Clinical Training Director and MASH Training Coordinator will assist students with the application process during the academic year prior to the actual field placement. Adler University has a pool of approved training sites in various mental health settings and service themes. Details about the requirements and application process for the MASH Counseling Practicum and Internship can be found in the MASH Counseling Practicum and Internship Training Manual. You may find and download a copy of this manual from the Adler Connect portal at [connect.adler.edu](http://connect.adler.edu) or from the program Faculty Advisor or Program Director.



## Sport and Health Externship

Students will complete an externship (minimum of 400 hours) in a setting that allows them to focus on the delivery of sport and performance services. The externship experience involves students providing sport- and performance-related consulting while having the mentorship of a sport psychology consultant (CMPC) who is certified by the Association of Applied Sport Psychology (AASP). An externship provides students the opportunity to work with athletes, teams, coaches, and exercisers in workshop and individual settings. The Training Coordinator will assist students with the externship application process that is outlined in the MASH Externship Handbook. A copy of this manual may be downloaded from the Adler Connect portal at [connect.adler.edu](http://connect.adler.edu) or from the MASH Training Coordinator or Program Director.

## Counselor Preparation Comprehensive Examination

A graduation requirement for all MASH students is to successfully complete a comprehensive examination. The Department of Counseling and Counselor Education at Adler University utilizes the Counselor Preparation Comprehensive Examination (CPCE) issued by the Center for Credentialing and Education under the National Board of Certified Counselors. The CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. Students are eligible to take the exam after their successful completion of all the core courses.

## AASP Credentialing Requirement

**Certified Mental Performance Consultant Credentialing** requires 400 hours of experience to be completed prior to applying for certification.

To be considered for CMPC, students must complete the following:

1. Acquire a minimum of 400 total hours of mentored experience spent in preparation and delivery of sport and/or performance services. Note that only 150 hours of the total 400 certification hours can be preparation hours, while a minimum of 200 of the total hours must be direct contact with individuals and/or groups.
2. Obtain a minimum of 50 of the total hours in mentorship from a certified (CMPC) mentor with a minimum of 10 hours of live or video recorded observation.

Students have the option to complete the full CMPC credentialing at Adler by taking Advanced Sport Psychology Externship and Seminar (MASH-686). Students who were unable to obtain their 400 CMPC hours during their degree program may complete their remaining hours during the Postgraduate Advanced Training in Applied Sport Psychology experience through the following course:

MASH-686	Advanced Sport Psychology Externship and Seminar	2 cr.
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## Master of Arts in Counseling: Specialization in Sport and Health Course Descriptions

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

### **MASH-539 Introduction to Sport and Human Performance 3 Credits**

This foundational course is designed to help students understand the origins and functions of the related fields of sport and health psychology. It will include a historical analysis of the creation of sport psychology, tracing its roots to exercise science and cognitive-behavioral therapy. Professional organizations focused on both areas will be discussed (e.g., Association for Applied Sport Psychology (AASP); U.S. Olympic Committee Sport Psychology & Mental Training Registry; American Psychological Association Division 47 Sport, Exercise & Performance Psychology). Issues that impact sport performance and health will be considered, such as personality, motivation, and stress. Topics will include group dynamics, leadership, and communication. Interventions to improve performance and health, arousal regulation, imagery, goal setting, self-monitoring, stress management, and problem-solving will be reviewed. The impact of physical activity on health (e.g., obesity, smoking cessation) and mental health will also be considered.

### **MASH-541 Cognition in Sport and Human Performance 3 Credits**

*Prerequisite:* MASH-539. Human performance enhancement, an area of education used to fine-tune the psychological well-being and precision of athletics and the health field, is examined utilizing a cognitive-behavioral and cognitive-affective perspective. Areas of emphasis will include attention, memory, knowledge, language, reasoning, problem-solving, the cognitive bases of affect and consciousness, human learning, and theories of motivation with a particular emphasis on sport and health. The relevance of these topics to counseling and change, as well as the possible impact of social issues on course topics, will also be examined. Emphasis will be placed on case formulation and development of cognitive and behavioral assessment and intervention skills. This course will focus on the examination of sport psychology skills (goal setting, imagery, relaxation training, etc.). Analysis of the relationship between thoughts, feelings, and behaviors and how to intervene to help clients will be highlighted. Experiential exercises such as role-play will facilitate student learning. The course will focus on populations with sport and health challenges (e.g., motivational challenges in athletes) as well as common clinical issues, such as depression and anxiety. By the end of the class, students will have tangible skills to create psychological skills training programs and will be able to help clients use cognitive-behavioral interventions to enhance performance and overall wellness.

### **MASH-543 Biological Bases of Human Performance 3 Credits**

*Prerequisite:* MASH-539. The course objectives are to make the student aware of pertinent gross and microscopic human neuroanatomy, to build a foundational understanding of neurophysiology and the biology of the nerve, and to become familiar with a variety of clinical, sport, and health issues as they relate to neurophysiology. The emphasis throughout the class will be on developing a working familiarity with the functional neuroanatomy of the human brain. The role of environmental and ecological factors on biological functioning will be discussed to promote socially responsible professional practice. Emphasis will be placed on sport and health settings.

**MASH-642                    Advanced Techniques in Sport and Human Performance                    3 Credits**

*Prerequisite: MASH-539.* Advanced techniques is a course designed to provide opportunities for students to develop psychological interventions for performance enhancement.

Students will engage in the scientist-practitioner model and begin to acquire and implement psychological skills training for athletes and performing populations such as goal-setting, visualization, positive and productive self-talk, confidence, and arousal management for optimal human performance development. Students will be able to develop and deliver sport and human performance services under the mentorship of a sport psychology consultant who is certified by the Association for Applied Sport Psychology (CMPC). Students will receive feedback on their interventions with clients and credit towards CMPC credential during the course in preparation for externship.

**MASH-643                    Exercise Physiology                    3 Credits**

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

**MASH-645                    Contemporary Issues in Sport                    3 Credits**

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

**MASH-647                    Exercise Psychology                    3 Credits**

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

**MASH-648                    Business Development in Sport and Health Psychology                    3 Credits**

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

**MASH-680 MASH Counseling Practicum and Seminar 2 Credits**

This seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience using a peer consultation model. Specific cases students are assigned during practicum are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counseling and sport and health psychology services. In addition, field training experience will provide students the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

**MASH-681 Sport and Performance Externship and Seminar I 1 Credit**

*Prerequisites:* MASH-539, MASH-540. Externship field placement includes delivery of sport and human performance services under the mentorship of a sport psychology consultant who is certified by the Association for Applied Sport Psychology (CMPC). The field experience is paired with a seminar during which students utilize a peer consultation model to develop skills related to sport and health psychology and professional development.

**MASH-682 MASH Counseling Internship and Seminar I 2 Credits**

*Prerequisite:* MASH-680. Using a peer consultation model, this seminar provides students engaged in internship training with an opportunity to discuss professional development and the supervision experience. Specific cases students are assigned during internship are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counseling and sport and health psychology services. In addition, this field training experience will provide students with the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

**MASH-683 Sport and Performance Externship and Seminar II 1 Credit**

*Prerequisite:* MASH-681. The second term of externship field placement includes delivery of sport and human performance services under the mentorship of a sport psychology consultant who is certified by the Association for Applied Sport Psychology (CMPC). The field experience is paired with a seminar during which students utilize a peer consultation model to develop skills related to sport and health psychology and professional development.

**MASH-684 MASH Counseling Internship and Seminar II 2 Credits**

*Prerequisites:* MASH-680, MASH-682. Using a peer consultation model, this seminar provides students engaged in internship training with an opportunity to discuss professional development and the supervision experience. Specific cases students are assigned during internship are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counseling. In addition, students will (a) present a case including an audiotape and an analysis of key interchanges within the session presented; (b) provide a written case conceptualization and treatment plan, integration of research with the clinical case, and an examination of social issues pertinent to the clinical case; and (c) make an oral presentation of the case. Students' performance on both the written and oral portions is incorporated into the final student evaluation. Students who fail to pass on the second attempt are subject to dismissal from the University. The field training experience will provide students the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

**MASH-685 Sport and Performance Externship and Seminar III 1 Credit**

*Prerequisites: MASH-681, MASH-683.* The continuation of externship field placement includes delivery of sport and human performance services under the mentorship of a sport psychology consultant who is certified by the Association for Applied Sport Psychology (CMPC). The field experience is paired with a seminar during which students utilize a peer consultation model to develop skills related to sport and health psychology and professional development.

**MASH-686 Advanced Sport Psychology Externship and Seminar 2 Credits**

*Prerequisite: MASH graduate or Program Director approval.* This advanced seminar provides students with an opportunity to discuss their professional development and the mentorship experience while engaged in externship training. Students discuss specific cases from their externship sites to illustrate the general principles of sport psychology, performance enhancement, and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical sport psychology services. This advanced sport psychology externship will involve training experiences directly related to sport and health psychology and is designed for graduates who wish to receive post-master's AASP hours. Students will work directly with a sport and health population as they apply the theories and concepts learned throughout the master's program and previous practicum and internship experiences. Students will learn about the process of mentoring others and assess their own readiness to be an AASP mentor.

**MASH-995 Comprehensive Examination 0 Credits**

*Prerequisite: Completion or near completion of all M.A. requirements.* The MSHP program uses the Counselor Preparation Comprehensive Examination (CPCE) as a comprehensive examination of students. It is developed and published by the Center for Credentialing and Education and is offered by the National Board of Certified Counselors. Students can take the comprehensive examination upon completion of all their core courses and consultation with their Faculty Advisor.

**SJP-513 Social Justice Practicum I 1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP. The SJP may not be waived and life credit is inadmissible to meet this requirement. *Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.*

**SJP-514****Social Justice Practicum II****1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

# MASTER OF ARTS IN COUPLE AND FAMILY THERAPY

## Program Overview

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

Graduates of the program have the core professional identity as a Couple and Family Therapist (CFT) qualified for membership in the American Association for Marriage and Family Therapy (AAMFT). CFTs are mental health professionals who recognize that relationships and patterns of engaging influence individual and relational functioning and therefore need to be part of the therapy process. CFTs work with couples, families, and individuals in a wide variety of clinical settings such as, but not limited to, community mental health centers and agencies, group and private practices, hospitals, schools, substance abuse treatment programs, correctional facilities, and residential treatment programs. Couple and Family Therapists work with couples, families, and individuals including children, adolescents, teenagers, adults, and geriatric populations; their training is not limited to serving only couples and families.

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

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

## Faculty Outcomes

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

## Student Learning Outcomes

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

## Program Outcomes

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

## Program-Specific Admission Requirements

In addition to admission requirements common to all of the Adler graduate clinical programs, the MCFT program will review undergraduate transcripts (and graduate transcripts, if applicable) and letters of recommendation. It is recommended that applicants' essays describe why they are choosing the field of couple and family therapy as well as addressing any deficits where students do not meet the stated admissions requirements. Application requirements include:

- A baccalaureate degree from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent degree from an international college or university.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate coursework and/or a 3.5 or higher on a 4.0 scale for all graduate coursework.

Approved applicants will be invited to participate in an on-campus interview with core faculty as a final step in the application process.

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



## Degree Requirements

Course are listed under the categories of Foundational Curricular Areas (FCA) as outlined by the COAMFTE Accreditation Standards Version 12:

### **FCA 1: Foundations of Relational/Systemic Practice, Theories & Models**

#### **9 area credits/9 program credits**

* MCFT-651	Assessment and Treatment Planning with Individual and Family Systems	3 cr.
* MCFT-662	Overview of Modern Approaches to Couple and Family Therapy	3 cr.
* MCFT-650	Overview of Postmodern Approaches to Couple and Family Therapy	3 cr.

### **FFCA 2: Clinical Treatment with Individuals, Couples and Families**

#### **9 area credits/18 program credits**

* MCFT-572	Basic Skills of Therapy for CFTs	3 cr.
MCFT-670	Family Therapy with Children and Adolescents	3 cr.
MCFT-655	Therapy with Couples: Theory and Techniques	3 cr.

### **FCA 3: Diverse, Multicultural and/or Underserved Communities**

#### **3 area credits/21 program credits**

MCFT-660	Culture and Diversity in Couple and Family Therapy	3 cr.
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### **FCA 4: Research & Evaluation**

#### **3 area credits/24 program credits**

MCFT-597	Research Methods	3 cr.
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### **FCA 5: Professional identity, Law, Ethics & Social Responsibility**

#### **7 area credits/31 program credits**

* MCFT-505	Professional Identity, Law, and Ethics in Couple and Family Therapy/CFT	3 cr.
* MCFT-510	Professional Development Seminar	1 cr.
MCFT-600	CFT Professional Identity and Practicum Seminar	2 cr.
MCFT-512	CFT Professional Identity Seminar and Capstone Project	1 cr. plus MAQE fee

### **FCA 6: Biopsychosocial Health & Development across the Life Span**

#### **3 area credits/34 program credits**

MCFT-654	Individual Life Span and the Family Life Cycle	3 cr.
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### **FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis & Treatment**

#### **3 area credits/37 program credits**

MCFT-647	Biopsychosocial Bases of Health and Dysfunction for CFTs	3 cr.
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**FCA8: Contemporary Issues****9 area credits/46 program credits**

MCFT-537	Group Psychotherapy	3 cr.
MCFT-538	Introduction to Addictive Disorders	3 cr.
MCFT-653	Sexuality with Couples and Families	2 cr.
MCFT-***	Specials Course	1 cr.
<b>or</b>		
MCFT-870	International Immersion and Cross- Cultural Studies	3 cr.
<b>or</b>		
	Another elective with faculty approval	3 cr.

**FCA9: Community Intersections & Collaboration****5 area credits/51 program credits**

SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
MCFT-533	Fundamentals of Adlerian Psychology and Parenting	3 cr.

**\*\*Foundational Practice Component****9 area credits/60 program credits**

MCFT-603	CFT Practicum and Practicum Seminar I	3 cr.
MCFT-604	CFT Practicum and Practicum Seminar II	3 cr.
MCFT-605	CFT Practicum and Practicum Seminar III	3 cr.

The total hours required to complete this program is 60 credits. The curriculum has been designed to meet both the licensing requirements of the state of Illinois as well as the accreditation requirements of the COAMFTE.

\*These courses are prerequisites to beginning the clinical practicum (foundational practice experience). Students who do not earn a B or better in these courses must retake them, postponing the start of practicum and extending the overall length of the program.

\*\*Specials Courses: MCFT students may choose between MCFT-652: Sexuality with Couples and Families (2 credits) offered in their second summer and a one credit elective offered in spring or summer of either year or MCFT-870: International Immersion and Cross Cultural Studies (3 credits). The CFT Department's goal is to offer MCFT-870, the Study Abroad opportunity, on an annual basis. Professor, location of travel, additional costs/fees, and the semester may vary each academic year. Additionally, if there is insufficient student interest to support the course, it may be cancelled.

Continuous enrollment in Practicum and Practicum Seminar is required until the necessary clinical hours for degree conferral are completed, which may extend the overall length of the program. MCFT-605 runs through both the summer I and summer II term.

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**Total Credit Hours Required: 60**

**Professional Development – Self of the Therapist**

The mission of the MCFT program is to train quality couple and family therapists firmly grounded in systemic theories who are culturally competent and socially responsible. To bring the curriculum, social justice lens, and clinical practicum experience together, the CFT program attends to self-of-the-therapist growth and development throughout the curriculum and specifically in the following course sequence: Orientation -> 510 -> 600 -> Practicum Seminars -> 512

## Professional Practice and Field Training

### **SOCIAL JUSTICE PRACTICUM (SJP)**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs during the fall and spring terms. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside the community as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners.

All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

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

### **MCFT PRACTICUM**

The clinical practicum is a vital part of training at Adler University. Providing therapy for couples, families, and individuals while under close supervision is the primary path that transforms Couple and Family Therapy (CFT) students into strong entry-level therapists.

Over the course of practicum, weekly clinical supervision is provided by the site supervisor and by an AAMFT Approved Supervisor or Supervisor Candidate, most often a CFT core faculty member. Site supervisors are licensed mental health professionals meeting the supervision requirements as set by the state of Illinois and with experience and expertise with the clientele of the agency. Faculty supervisors are AAMFT Approved Supervisors or Supervisor Candidates and have experience and expertise in both providing systemic therapy and supervising from a systemic perspective. This combination of supervision ensures that student therapists provide quality care to clients as well as facilitate growth and identity development as CFTs. Supervision by an AAMFT Approved Supervisor or Supervisor Candidate is required in every week that students see clients throughout their practicum (12 months). This is done through the weekly practicum seminars.

The clinical practicum occurs in the second year of the program. Students spend roughly 15 to 20 hours per week for three semesters at an approved practicum site. The practicum is composed of a minimum of 350 hours of client contact with couples, families, and individuals, including a minimum of 150 relational or conjoint hours. Additionally, 100 hours of supervision with an AAMFT Approved Supervisor or Supervisor Candidate must be completed. This 100 hours of supervision can also be used toward LMFT licensure requirements in the state of Illinois. Students must continue to enroll in practicum until they have completed all practicum requirements. The Clinical Training Director of the CFT

program will collaborate with students to identify the clinical experiences that meet the needs of the MFT profession and the goals of the student. Additional resources are available in the CFT Department Handbook, and the database of practicum sites are available from the Clinical Training Department.

## Graduation Requirements

1. Successful completion of the foundational curricular areas as specified in the curriculum requirements.
2. Successful completion of the foundational practice component.
3. Successful completion of the capstone project including the Master's Clinical Qualifying Examination (MAQE) and professional portfolio.
4. Successful completion of Social Justice Practicum I & II.
5. A cumulative grade point average of 3.0 or higher and no more than two grades (or six credit hours) of C.
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
7. Demonstration of professional attitude, decorum, and ethics commensurate with the profession of couple and family therapy.
8. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Couple and Family Therapy.

## Master of Arts in Couple and Family Therapy Course Descriptions

### **MCFT-505                      Professional Identity, Law, and Ethics in Couple and Family Therapy                      3 Credits**

This course provides students with a solid foundation for the ethical practice of therapy with individuals, couples, and families, according to the 2015 Code of Ethics of the American Association for Marriage & Family Therapy (AAMFT). In addition to the issues common to all therapists, this course will address the unique ethical/legal issues related to systemic therapy, such as working with multiple family members or combining individual with conjoint therapy. Dilemmas created by competing goals/priorities of family members or involvement with other systems will be highlighted. The student will learn to think ethically by employing a decision-making model to current issues in the field.

### **MCFT-510                      Professional Development Seminar                      0 Credit**

This seminar provides CFT students opportunities to meet with peers and one faculty member to explore group dynamics and to build cohort connection through self-of-the-therapist exploration. The course also orients students to the field of couple and family therapy.

### **MCFT-512                      CFT Professional Identity Seminar and Capstone Project                      1 Credit**

This seminar is taken in the last summer semester of the program. The focus is to continue to facilitate the development of a professional identity as a Couple and Family Therapist, specifically focusing on degree completion and either clinical practice toward licensure or beginning in a doctoral program. Students will work on their professional portfolio as part of their capstone project including the development of a resume or curriculum vitae (CV) as well as a focus on licensure paperwork. Students will also take the Master's Clinical Qualifying Examination (MAQE), also part of their capstone project, which evaluates

competency as a Couple and Family Therapist. Included in this exam is assessment of practice including assessment and diagnosis; treatment design including ongoing evaluation and termination; and ethical, legal, and professional standards including clinical risk management. Specifically, students will demonstrate their competency across the program's student learning objectives (SLOs).

**MCFT-515 Professional Development Seminar II 1 Credit**

This seminar will continue the professional development of MCFT students who need to extend their clinical practicum past the required semesters (MCFT-603, MCFT-604, and MCFT-605) in order to complete their direct client contact hours as required by the degree.

**MCFT-533 Fundamentals of Adlerian Psychology and Parenting Education: Theory and Interventions 3 Credits**

*Prerequisite or concurrent enrollment in MCFT-337 or MCFT-537.* This course will provide the couple and family therapy student with an overview of the core concepts of Adler's individual psychology. Building on this foundation, the course provides an opportunity to develop child guidance and parenting skills based on Adlerian principles. Through lecture, class discussion, observations, and participative demonstrations, students will learn how to facilitate parenting groups.

**MCFT-537 Group Psychotherapy 3 Credits**

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

**MCFT-538 Introduction to Addictive Disorders 3 Credits**

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

**MCFT-572 Basic Skills of Therapy for CFTs 3 Credits**

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

**MCFT-597                      Research Methods    3 Credits**

This course integrates the students' academic program of study and clinical interests with an introduction to various approaches to research design, methodology (quantitative and qualitative), and statistics. Students learn to conduct an extensive review of couple and family therapy literature and to use research findings in therapy with couples, families, and individuals.

**MCFT-600                      CFT Professional Identity and Practicum Seminar    2 Credits**

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

**MCFT-603                      CFT Practicum and Practicum Seminar I    3 Credits****MCFT-604                      CFT Practicum and Practicum Seminar II    3 Credits****MCFT-605                      CFT Practicum and Practicum Seminar III    3 Credits**

Students are required to actively provide therapy to couples, families, and individuals under the supervision of an on-site supervisor and their seminar instructor. Concurrent with practicum field experiences, the practicum seminar is led by an AAMFT Approved Supervisor or Supervisor Candidate and enhances the integration of theoretical and academic perspectives with clinical practice. Rotating case presentations allow focus on intervention skills and theoretical analysis as well as experiencing the role of case consultant. Students must present videotapes and/or audiotapes of actual sessions. Students will present their own genogram in MCFT-603. Students must continue to enroll in practicum seminar as necessary until the required hours are completed. Students must also attend practicum seminar and receive supervision in every week they are providing clinical services to clients, including during breaks from instruction and summer II term. MCFT-605 will meet weekly throughout summer I and summer II.

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

This class is an overview of the major DSM-5 disorders, specifically depression, anxiety, mood, psychotic, and personality disorders. The course focuses on the range of mental illnesses – from adjustment reactions to serious pathology – from a systems perspective. Topics will also include an overview of the etiology, developmental course, treatment, and policy/advocacy issues associated with each disorder, focusing on socially responsible practice.

**MCFT-650                      Overview of Postmodern Approaches to Couple and Family Therapy    3 Credits**

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

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

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

**MCFT-653                      Sexuality with Couples and Families                      2 Credits**

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

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

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

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

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

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

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

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

*Prerequisite: MCFT-651.* This course introduces students to the modern models of couple and family therapy. The course will review the evolution of the classic systems theories as well as the historical development of the field of family therapy. Several approaches will be studied including strategic, structural, Bowenian, contextual, experiential, and cognitive-behavioral theories. The examination of each model will include major figures in its theoretical development, key concepts, and fundamental techniques of assessment and intervention. These models can be used in therapy with couples, families, and individuals. Students will be encouraged to critique these models with consideration of power/privilege and hierarchy, gender bias, and cultural fit.

**MCFT-670                      Family Therapy with Children and Adolescents                      3 Credits**

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

**MCFT-870                      International Immersion and Cross-Cultural Studies                      3 Credits**

*Prerequisite or concurrent enrollment in MCFT-660 or equivalent.* This course will provide master's and doctoral students with a cultural-immersion experience outside of the United States. Students will be engaged in a nonclinical service-learning program for a limited period of time. The course will teach students to examine and critically think about the impact of systemic and structural barriers on health and well-being issues abroad. This will enhance students' professional values and their preparation for multicultural clinical practice. This course has additional costs including travel, room and board, and spending money.

**SJP-513                      Social Justice Practicum I                      1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and life credit is inadmissible to meet this requirement. *Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.*

**SJP-514                      Social Justice Practicum II                      1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of



student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of “Pass” for the midterm and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and no life credit is admissible to meet this requirement.

# MASTER OF PUBLIC ADMINISTRATION

## Program Overview

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

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

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

## MPA Program Objectives

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

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

## Criminal Justice Concentration

The Criminal Justice concentration offers professional development in management and leadership within law enforcement and criminal justice for those seeking to improve crime prevention, reduce recidivism, and find solutions to community re-entry. By preparing public managers for leadership roles as change agents that bring together key stakeholders (i.e., community members, law enforcement and other criminal justice officials, and mental health professionals) in finding long-term, efficient, compassionate solutions that support individual and community health and safety.

The curriculum introduces students to finding collaborative solutions for the major issues in criminal justice policy and administration, such as the incarceration of people with mental illness, gang violence, gun violence, racial and economic disparities, and improvement in services and community involvement. The goal is to educate future leaders to understand the relationship between government agencies and nonprofit agencies that interact to improve outcomes of prevention, crime reduction, and service delivery.

### CONCENTRATION OBJECTIVES

1. Create collaborative solutions for key issues in criminal justice policy and administration (i.e., the incarceration of people with mental illness, gang violence, gun violence, racial and economic disparities, improvement in services and community involvement, crime prevention, recidivism reduction, and solutions to community re-entry).
2. Explain the relationship between government agencies and nonprofit agencies that interact to improve outcomes of prevention, crime reduction, and service delivery.

## Sustainable Communities Concentration

The Sustainable Communities concentration provides an interdisciplinary course of study that integrates the classroom curriculum with engaged learning experiences in community development, physical and environmental planning, and economic growth. It prepares students to use practical tools such as survey design, environmental impact assessments, community-based research and service projects in designing healthy, sustainable communities.

The curriculum aims to teach students how to integrate the community's input and vision with well-researched findings to create solutions that meet community needs. It prepares graduates for professional development in program and project managements, community leadership, social and environmental advocacy, and employment in both government and nonprofit agencies.

### CONCENTRATION OBJECTIVES

1. Apply practical tools such as survey design, environmental impact assessments, community-based research, and service projects in designing healthy, sustainable communities.
2. Explain program and project managements, community leadership, social and environmental advocacy, and employment in both government and nonprofit agencies.

## Instructional Modality

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

## Minimum Admission Requirements

Applicants to this program are required to have:

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

For approved applicants, an invitation is extended for a personal interview with the department's Program Director as the final step in the application process.

## Degree Requirements

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

### Core Curriculum

PPA-500	Theories of Public Policy and Administration	3 cr.
PPA-501	Political Economy and Economic Analysis in Public Policy Development	3 cr.
PPA-502	Ethics in Public Service	3 cr.
PAC-503	Organizational Theory and Public Personnel Management	3 cr.
PAC-504	Public Finance	3 cr.
PPA-505	Quantitative Research Methods	3 cr.
PPA-506	Qualitative Research Methods	3 cr.
PAC-507	Public Management and Leadership	3 cr.
PPA-520	Capstone Experience in Public Administration and Public Policy	2 cr.
SJE-520	Social Justice Experience in Public Service	1 cr.

### Nine credit hours within one area of concentration:

#### Criminal Justice Concentration Curriculum

CRIM-517	Reconceptualizing Criminal Justice Involvement of Persons with Mental Illness	3 cr.
CRIM-518	Criminal Justice Administration	3 cr.
CRIM-519	Crime Prevention and Reducing Recidivism	3 cr.

#### Sustainable Communities Concentration Curriculum

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

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**Total Credit Hours Required = 36**

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 75 hours of fieldwork.
3. Successful completion a capstone project.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Public Administration.

## Master of Public Administration Course Descriptions

### **PPA-500                      Theories of Public Policy and Administration                      3 Credits**

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

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

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

### **PPA-502                      Ethics in Public Service                      3 Credits**

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

### **PAC-503                      Organizational Theory and Public Personnel Management                      3 Credits**

In this course, students learn human resource practices and styles of management in public organizations. Topics include sociological, economic, and political science theories of organizational behavior and management within the public sector; the values associated with the five general models of public personnel systems (patronage, civil service or merit, labor-management or collective bargaining, professional, and entrepreneurial) are considered within a historical context. Students gain an understanding of issues of equity and equality in the public personnel system's general models and their impacts on the core concepts, institutions, and values associated with these models. This course gives an essential overview of mainstream personnel functions and processes, including position classification, job evaluation and classification, pay and compensation, staffing, performance appraisal, and discipline.

**PAC-504                      Public Finance                      3 Credits**

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

**PPA-505                      Quantitative Research Methods                      3 Credits**

This course reviews basic methods and theories of quantitative analysis in the social sciences. Students learn descriptive and inferential statistics as well as studying topics such as sampling, probability, correlations, variance, and statistical analysis. In addition, students design a research study that analyzes societal needs and the effects of policy on public programs and that uses measures to monitor progress, efficiency, equity, fraud, and so on. Articles using various types of quantitative research methods are reviewed to build students' competence in understanding research methodologies.

**PPA-506                      Qualitative Research Methods                      3 Credits**

In this course, students learn how to get detailed and significant information through research methods that use open-ended and in-depth interviewing, with a focus on the key components of qualitative research designs, methods, and analysis. Using qualitative methods in research for policy formation and analysis, or the evaluation of public organizations, this course reviews ethnography, case studies, in-depth interviewing, and various theories of inductive reasoning. Students also study asset-based approaches to needs assessments of communities and are introduced to various styles of participatory research.

**PAC-507                      Public Management and Leadership                      3 Credits**

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

**PPA-520                      Capstone Experience in Public Administration and Public Policy                      2 Credits**

The capstone experience provides each student with the opportunity to work in an organization (i.e., governmental, community, advocacy, nonprofit) whose work focuses on policy or services in students' areas of interest. During the final term, students engage in the capstone course by working with a client agency on a specific project that, upon completion, improves policy or the implementation of policy and the overall service delivery

to those being served. Guided by a faculty instructor, students develop three learning objectives for this class, design a project plan, and deliver the final project in the format requested by the project agency. This engaged learning experience gives students the opportunity to use the combined knowledge and skills of the MPA curriculum and specific research/analysis/evaluation skills learned in the research methods courses. It offers students an engaged learning experience in the field and an opportunity to find viable and sustainable solutions in the areas of policy or administration. Students present their final capstone projects to the client agency and, when feasible, to fellow students, faculty, or interested community partners and constituents.

**SJE-520                      Social Justice Experience in Public Service                      1 Credit**

The Social Justice Experience (SJE) is an application of experiential learning in which students (1) assist community agencies in their work toward equity for all members of our community, and (2) gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society. This course is designed to help students learn how to work in communities, and it serves as a catalyst for students to develop their own strengths and to understand their lifelong responsibility in making a contribution toward social change and social equity. During SJE, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills that are necessary to be socially responsible practitioners. The SJE requires 100 on-site hours (that are approved by the SJE Supervisor), an on-site student presentation of their SJE project, and a passing final evaluation.

## Concentration Courses

### 1. CRIMINAL JUSTICE

**CRIM-517                      Reconceptualizing Criminal Justice Involvement of                      3 Credits**  
**Persons with Mental Illness**

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

**CRIM-518                      Criminal Justice Administration                      3 Credits**

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



**CRIM-519                      Crime Prevention and Reducing Recidivism                      3 Credits**

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

**2. SUSTAINABLE COMMUNITIES****SCOM-512                      Elements of Sustainability and Livable Communities                      3 Credits**

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

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

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

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

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

# MASTER OF PUBLIC POLICY

## Program Overview

The Master of Public Policy (MPP) is a graduate professional degree that helps students prepare for careers in public policy, governance, and service. The global economy is linked to the rapid human migration into urban areas with more than 50 percent of the world's population now living and working in cities. This new economy has created a shift in developing countries toward economic growth in the areas of manufacturing, communications, and technologies. It is linked to increased migration to urban areas and the challenges facing city living covering the spectrum from income inequality to concerns for sustainable lifestyles and social inclusion. Considering both the opportunities and problems the global economy and urbanization generate, the goal of the MPP program is to provide students with a quality education that prepares graduates for leadership and advocacy roles in government and community services. The program combines rigorous academic instruction with civic-engaged participation that gives students the opportunity for hands-on experience under the supervision of faculty and professionals in the field. The program offers the best features of traditional graduate education and training in policy and service coupled with Adler University's emphasis on being a socially responsible practitioner.

The MPP program provides students with core knowledge and skills in policy development and analysis, service evaluation, economic disparities, and politics necessary for work in the public arena, including national, state, and local governments; policy research centers; consulting firms; community action groups; and direct-service providers in the United States and around the world. The program requires 36 hours of coursework with a minimum of 27 hours of core coursework in public policy and 9 hours of concentration coursework in either Community Health or Human Rights Advocacy. In order for students to become effective public policy professionals, they need to advance their abilities in leadership and advocacy and become participants in and contributors to the process of creating public policy – including the analysis, synthesis, critical thinking, and problem-solving that encourages the growth of a fair and just society that supports healthy communities. Learning to communicate and interact with diverse groups within a rapidly changing society is essential, as is the ability to articulate and apply new perspectives in policy discussions.

## MPP Program Objectives

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

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

## Community Health Concentration

The Community Health concentration provides a specialized understanding of key health determinants that shape both mental and physical health outcomes at a community level. This concentration educates students on the economic and environmental factors linked to indicators that support and grow healthy communities, especially in urban areas.

The curriculum introduces students to public health strategies using population-based research designed to test health outcomes within communities and explore more holistic policy solutions that consider the intersectionality of policy areas (healthy food, transportation, economic growth, health care, education, violence, etc.). The goal is to produce graduates trained in community needs assessments who also have the knowledge and training to work with local community members in finding solutions to pressing urban problems.

### CONCENTRATION OBJECTIVES

1. Explain the economic and environmental (political, social, physical, etc.) factors linked to indicators that support and grow healthy communities, especially in urban areas.
2. Apply population-based research strategies and tools designed to test health outcomes within communities and explore more holistic policy solutions that consider the intersectionality of policy areas (healthy food, transportation, economic growth, health care, education, violence, etc.) including conducting needs assessment.

## Human Rights Advocacy Concentration

The Human Rights Advocacy concentration focuses on providing students with the historical, theoretical, and technical tools necessary for advocacy and leadership positions in government, nonprofit agencies, and nongovernmental organizations. This concentration educates students on human rights laws, issues, and effective and efficient implementation of policy solutions through a variety of culturally appropriate approaches.

The curriculum includes courses that provide students with a critical understanding of human rights issues, methods of analysis used to analyze human rights abuses, current policy and services, and impact assessments. The outcome of the coursework is for students to fully understand the operationalization of the right to health for all humans and the consequences when human rights are not considered. The goal is to produce graduates who possess the skills to be strong leaders and advocates for a change with an ability to do so in a just and fair manner.

### CONCENTRATION OBJECTIVES

1. Explain the historical and theoretical perspectives of human rights, laws, issues, and effective and efficient implementation of policy solutions through a variety of culturally appropriate approaches.
2. Apply technical tools and methods (needs assessments, community organizing, etc.) necessary for advocacy and leadership positions in government, nonprofit agencies, and nongovernmental organizations.

## Instructional Modality

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

## Minimum Admission Requirements

Applicants to this program are required to have:

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

For approved applicants, an invitation is extended for a personal interview with the department's Program Director as the final step in the application process.

## Degree Requirements

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

### Core Curriculum

PPA-500	Theories of Public Policy and Administration	3 cr.
PPA-501	Political Economy and Economic Analysis in Public Policy Development	3 cr.
PPA-502	Ethics in Public Service	3 cr.
PPC-503	Collaborative Policymaking and Civic Engagement	3 cr.
PPC-504	Social-Urban Policy and Development	3 cr.
* PPA-505	Quantitative Research Methods	3 cr.
* PPA-506	Qualitative Research Methods	3 cr.
PPC-507	Business and Government Policy	3 cr.
PPA-520	Capstone Experience in Public Administration and Public Policy	2 cr.
SJE-520	Social Justice Experience in Public Service	1 cr.

\*Courses denoted with an asterisk are required before beginning capstone/fieldwork.

### Nine credit hours within one area of concentration:

#### Community Health Concentration Curriculum

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

### Human Rights Advocacy Concentration Curriculum

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

**Total Credit Hours Required: 36**

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 75 hours of fieldwork.
3. Successful completion a capstone project.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Public Policy.

## Master of Arts in Public Policy Course Descriptions

### PPA-500 Theories of Public Policy and Administration 3 Credits

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

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

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

**PPA-502 Ethics in Public Service 3 Credits**

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

**PPC-503 Collaborative Policymaking and Civic Engagement 3 Credits**

This course explores the theories and practices in collaborative policymaking and civic engagement. Students learn different dialogue modalities, including intergroup dialogue, the use of social media, and co-intelligence or the mixing of personal intelligences, and how these skills are essential tools used in the democratic process of finding solutions to complex problems and creating new policy. The course also examines social movements, the importance of inclusiveness and community representation in policy discussions, and it reviews policy case studies that discuss civic engagement, stakeholder involvement such as civic leaders, citizens, community organizations, government agencies, and the private sector. Policy professionals guest lecture, and current policy issues in the Chicago metropolitan area are explored.

**PPC-504 Social-Urban Policy and Development 3 Credits**

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

**PPA-505 Quantitative Research Methods 3 Credits**

This course reviews basic methods and theories of quantitative analysis in the social sciences. Students learn descriptive and inferential statistics as well as studying topics such as sampling, probability, correlations, variance, and statistical analysis. In addition, students design a research study that analyzes societal needs and the effects of policy on public programs and uses measures to monitor progress, efficiency, equity, fraud, and so on. Articles using various types of quantitative research methods are reviewed to build student competence in understanding research methodologies.

**PPA-506 Qualitative Research Methods 3 Credits**

In this course, students learn how to get detailed and significant information through research methods that use open-ended and in-depth interviewing, with a focus on the key components of qualitative research designs, methods, and analysis. Using qualitative methods in research for policy formation and analysis, or the evaluation of public organizations, this course reviews ethnography, case studies, in-depth interviewing, and various theories of inductive reasoning. Students also study asset-based approaches to needs assessments of communities and are introduced to various styles of participatory research.

**PPC-507 Business and Government Policy 3 Credits**

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

**PPA-520 Capstone Experience in Public Administration and Public Policy 2 Credits**

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

**SJE-520 Social Justice Experience in Public Service 1 Credit**

The Social Justice Experience (SJE) is an application of experiential learning in which students (1) assist community agencies in their work toward equity for all members of our community, and (2) gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society. This course is designed to help students learn how to work in communities, and it serves as a catalyst for students to develop their own strengths and to understand their lifelong responsibility in making a contribution toward social change and social equity. During this SJE, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills that are necessary to be socially responsible practitioners. The SJE requires 100 on-site hours (that are approved by the SJE Supervisor), an on-site student presentation of their SJE project, and a passing final evaluation.

## Concentration Courses

### 1. COMMUNITY HEALTH

**COMH-509 Urban Health Determinants and Outcomes 3 Credits**

This course explores the history of mental health in cities and determinants that shape health outcomes, social distribution of health and disease, and health disparities. The determinants studied include, but are not limited to, social, economic, political, and environmental factors. Consideration is also given to how advocacy assists in bringing into the policy process values that serve to improve the conditions that promote health and well-being of individuals and communities and financial support for health and human services.

**COMH-510                      Health Policy and Management                      3 Credits**

This course exams health policy and management through public health methods including diagnostic identification of mental illness, the links between mental and physical health, and using tools and strategies from the public health field to understand current mental health policies, practices, and services. Students are introduced to basic principles of epidemiology used in public health studies, including how to investigate the origin and development of specific illnesses and the use of population-based research studies designed to test health-related hypotheses. This course draws from social epidemiology, showing students the correlations between social factors and mental and behavioral health outcomes.

**COMH-511                      Topics in Urban Policy: Critical Urban Mental Health Issues                      3 Credits**

This course examines topics directly affecting the health of a community and its members. It provides students with an overview of the important public policy issues facing urban centers in the 21st century. Each topic provides students with an overview of the policy issue, current debates, and local and national policy questions related to the issue.

**2. HUMAN RIGHTS ADVOCACY****HRA-512                      Human Rights Policies and Outcomes                      3 Credits**

This course introduces students to the field of human rights. Students develop a critical understanding of the main issues that characterize the conceptualization of human rights in today's world. The course examines key historical moments in the development of human rights law and looks at contemporary issues and topics such as globalization, neoliberalism, living conditions, military expenditures, violence, women's rights, human trafficking, and non-Western conceptions of human rights.

**HRA-513                      Human Right to Health                      3 Credits**

The human right to health is protected in multiple human rights treaties. Several countries around the world, most notably South Africa, have used the human right to health to adjudicate the quality of life needs for all citizens. A human right to health includes rights to mental as well as physical well-being and is not merely an absence of illness. Students learn what a right to health constitutes, how governments use the human right to health to make decisions about healthy living and public health issues (such as a right to clean water). Students examine the use of human rights law in overall health assessments as well as the development and operationalization of the right to health within communities.

**HRA-514                      Topics in Urban Policy: Contemporary Human Rights Issues                      3 Credits**

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



# CERTIFICATE IN COUPLE AND FAMILY THERAPY

## Program Overview

The Certificate in Couple and Family Therapy (CCFT) is a clinical program through which students acquire therapy skills emphasizing the enrichment and treatment of couples and families as well as individuals. Professionals with a clinical master's degree in counseling, social work, psychology, art therapy, or related health fields can build on prior training and experience by developing skills working with relational clients and viewing their work from a systemic perspective. Professionals with a license (LPC, LCPC, LSW, LCSW, Psychologist, or other behavioral health license) can enhance their clinical skills working with systems or systemic issues through this postgraduate certificate. Students who are pursuing licensure as a professional counselor or social worker, for example, may use their practicum experiences in the certificate for licensure as long as the experience and supervision meet all the requirements of both the state and the certificate. Applicants without a clinical master's degree are recommended to apply for the Master of Arts in Couple and Family Therapy.

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

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

## Requirements for Admission to the Certificate Program

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

- A clinical master's degree in professional counseling, psychology, social work, or other related health field, transferring in up to 18 credits of completed graduate-level coursework.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate coursework and/or a 3.25 or higher on a 4.0 scale for all graduate coursework.
- Clinical practicum experience in their master's degree program. Students who completed a nonclinical master's degree are recommended for the Master of Arts in Couple and Family Therapy.
- Post-master's experience is desirable but not required.

Students completing other Adler clinical programs wishing to add the CCFT will follow the application process for in-house candidates. Approved Adler applicants will participate in an on-campus interview with core faculty as a final step in the application process.

## Requisite Coursework

Graduate-level coursework completed in the applicant's master's degree program is required as requisites for the Certificate. These courses will be evaluated on an individual basis by the CFT department. The Certificate is 48 credits including a requisite of 18 credits completed in the student's master's degree. Any of the requisite courses not completed in the master's degree must be completed as part of the certificate.

The 18 credits of requisite coursework must be equivalent to the following:

MCFT-572	Basic Skills of Therapy for CFTs	3 cr.
MCFT-654	Individual Life Span and the Family Life Cycle	3 cr.
MCFT-597	Research Methods	3 cr.
MCFT-647	Biopsychosocial Bases of Health and Dysfunction for CFTs	3 cr.
MCFT-660	Culture and Diversity in Couple and Family Therapy	3 cr.

Plus an additional 3 credits

Incoming students must submit official transcripts and complete syllabi for each of the courses they would like to have approved to meet the above described requirements. Students lacking any of the courses listed above will complete them as part of the certificate program, though this may alter the length of time needed to complete the certificate as well as the overall credits required.

The certificate program is a part-time program to be completed in two years and must be completed in no longer than four years.

## Certificate Requirements

The following courses are required for this certificate:

* MCFT-510	Professional Development Seminar	1 cr.
* CFTD-701	Couple and Family Therapy Ethics	1 cr.
* MCFT-651	Assessment and Treatment Planning with Individual and Family Systems	3 cr.
* MCFT-662	Overview of Modern Approaches to Couple and Family Therapy	3 cr.
MCFT-600	CFT Professional Identity and Practicum Seminar	2 cr.
MCFT-650	Overview of Postmodern Approaches to Couple and Family Therapy	3 cr.
MCFT-670	Family Therapy with Children and Adolescents	3 cr.
MCFT-603	CFT Practicum and Practicum Seminar I	3 cr.
MCFT-604	CFT Practicum and Practicum Seminar II	3 cr.
MCFT-605	CFT Practicum and Practicum Seminar III	3 cr.
MCFT-655	Therapy with Couples: Theory and Techniques	3 cr.
MCFT-513	CFT Professional Identity Seminar II	1 cr.
** CFTD-***	Specials Course	1 cr.

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**Total Credit Hours Required: 30**

Continuous enrollment in CFT Practicum and Practicum Seminar is required until the necessary client contact hours for degree conferral are completed. This may also increase the overall program credits.

\*Courses denoted with an asterisk are prerequisites to beginning the clinical practicum (foundational practice component). Students who do not earn a B or better in these courses must retake them, postponing the start of practicum and extending the overall length of the Certificate.

\*\*Students are required to take an elective in either the MCFT or CFTD program for a minimum of 1 credit (electives offered are 1, 2, and 3 credits) to meet the 48-credit requirement for both the Certificate and licensure in the state of Illinois.

Certificate students are not required to complete the Social Justice Practicum, the Adlerian parenting course (MCFT-533), or take the Qualifying Exam (MAQE).

## **CFT Practicum for Certificate Students**

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

## **Graduation Requirements**

1. Satisfactory completion of the required courses and credit hours as specified in the curriculum requirements.
2. Satisfactory completion of the required practicum hours and experiences.
3. A cumulative grade point average of 3.0 or higher.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Demonstration of professional attitude, decorum, and ethics commensurate with the profession of couple and family therapy.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Couple and Family Therapy.

# CERTIFICATE IN SUBSTANCE ABUSE COUNSELING

## Program Overview

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

## Credentials

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

This certificate program can be taken as part of the student's graduate studies at either the master's or doctoral level. The 500-hour practicum in substance abuse counseling is taken as an advanced clinical practicum.

Students may elect to take only the substance abuse counseling courses without the practicum, as an emphasis. In this case, they are ineligible to sit for the IAODAPCA, Inc., certification examination for Illinois.

Non-degree-seeking students already with a counseling, social work, or psychology bachelor's, master's, or doctoral degree can enroll in the program for a Certificate in Substance Abuse Counseling. The certificate is awarded after completion of the required coursework and the 500-hour practicum.

## Minimum Admission Requirement

Applicants to this program are required to have:

- A baccalaureate or higher degree earned from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent degree from an international college or university.
- A minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- Students who are currently enrolled in Adler degree programs will be exempted from the interview process. However, approval from their respective Program Directors and Faculty Advisors will be needed in order for them to add the CSAC program to their current program of study.
- Applicants who solely want to enroll in the CSAC program and are not seeking any degree program will be invited in for a personal interview, if approved, as the final step in the application process.

## Course Requirements

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

### One of the following:

* PCO-438	Introduction to Addictive Disorders	3 cr.
* MAT-520	Introduction to Addictive Disorders	3 cr.
* COUN-630	Addictions Counseling	3 cr.
* PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
* MCFT-538	Introduction to Addictive Disorders	3 cr.

### And one of the following:

* MAT-515	Professional Development, Issues, and Ethics in Art Therapy, Counseling, and Psychotherapypathology	3 cr.
* MCFT-505	Professional Development: Issues and Ethics Professional Identity, Law, and Ethics in Couple and Family Therapy	3 cr.
* COUN-532	Professional, Legal, and Ethics Issues in Counseling	3 cr.
* PSY-645	Ethics and Professional Development in Clinical Psychology	3 cr.

### And one of the following:

CSAC-889	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
PSY-712	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.

### And one of the following:

CSAC-890	Advanced Addictions Treatment	3 cr.
PSY-713	Advanced Treatment of Addictive Disorders	3 cr.

\*Courses denoted with an asterisk are substance abuse counseling practicum prerequisites, which students need to complete prior to their substance abuse counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to, or concurrently with, their practicum and attain the required passing grade.

## Specialized Practicum for Substance Abuse Certificate

In addition to the specialized coursework, students pursuing the Certificate in Substance Abuse Counseling will acquire and develop practical skills in the Alcohol and Other Drug Abuse (AODA) core functions through specialized field placements.

Students should expect to spend from 10 to 20 hours per week at a MISA/AODA-approved practicum site and must concurrently enroll in two semesters of practicum and seminars during their field training. A minimum of 500 total clock hours of practica is required.

The Coordinator of the Substance Abuse Counseling Program and the Director of Training work in collaboration with certificate students to identify clinical experiences that will meet the required training hours and experiences.

Students who are currently enrolled in a degree program at Adler and are already placed into a MISA/AODA-approved clinical training site may apply their hours to this certification program, depending on the approval of the Program Coordinator and the Training Director.

Students who are currently enrolled in a degree program at Adler and in practicum/internship and are not placed into a MISA/AODA-approved clinical training site may not apply their hours to this certification program. They will need to enroll in the Substance Abused Counseling Practicum and Seminars listed below and attain additional required practicum hours.

The Certificate in Substance Abuse Counseling requires the following four semester credit hours of practicum (500 field hours) and seminars:

CSAC-701	Substance Abuse Counseling Practicum and Seminar I	2 cr.
CSAC-702	Substance Abuse Counseling Practicum and Seminar II	2 cr.

## Completion Requirements:

1. Satisfactory completion of all required credit hours of program coursework.
2. Satisfactory completion of all practicum and seminars.
3. A cumulative grade point average of 3.0 or higher of all coursework.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

## Certificate in Substance Abuse Counseling Course Descriptions

### **CSAC-701                      Substance Abuse Counseling Practicum and Seminar I                      2 Credits**

*Prerequisites:* PCO-438, MAT-520, COUN-630, MCFT538, or PSY-709; and MAT-515, MCFT-505, COUN-532, or PSY-645. This course provides a forum for students to attain supervised clinical experience in which students develop substance abuse counseling skills and integrate professional knowledge. This course is designed to develop alcohol and other drug abuse counseling skills concurrent with practicum field experiences. A group supervision model provides the student with the opportunity to apply previously learned concepts while working in an outside field experience. Emphasis is on written and oral case presentations in the areas of counseling skills, intake assessment, treatment planning, and case management. Students are expected to recognize professional and legal considerations relevant to ethics, confidentiality, working relationships with referral sources, special populations, treatment options, and models of alcohol and drug abuse counseling. Students are required to spend 250 clock hours per practicum (a minimum of 500 total clock hours) in a supervised MISA/AODA-approved site.

### **CSAC-702                      Substance Abuse Counseling Practicum and Seminar II                      2 Credits**

*Prerequisites:* PCO-438, MAT-520, COUN-630, MCFT538, or PSY-709; and MAT-515, MCFT-505, COUN-532, or PSY-645; and CSAC-701. This course is a continuation of CSAC-701. Students can use this forum to continue to develop their competency in alcohol and other drug abuse counseling competency. It is concurrent with practicum field experiences. A group supervision model provides the student with the opportunity to apply previously learned concepts while working in an outside field experience. Emphasis is on written and oral case presentations in the areas of counseling skills, intake assessment, treatment planning, and case management. Students are expected to have a higher-level understanding of professional and legal considerations relevant to ethics, confidentiality, working with referral sources, special populations, treatment options, and models of alcohol and drug abuse counseling. Students are required to spend 250 clock hours per practicum (a minimum of 500 total clock hours) in a supervised MISA/AODA-approved site.

**CSAC-889                      Bio-Psycho-Social-Spiritual Aspects of Addictions                      3 Credits**

*Prerequisites: PCO-438, MAT-520, COUN-630, MCFT538, or PSY-709; and MAT-515, MCFT-505, COUN-532, or PSY-645.* Biological, neurological, and cognitive neuroscientific aspects of addictions are covered in the context of social, interpersonal, sociocultural, family, community, economic, and environmental dynamics. The psychological aspects of addictions are also addressed in relation to the aforementioned contexts as well as psycho-spiritual and spiritual perspectives. Clinical research on all of the above topics is addressed with the intent of outlining effective treatment modalities that take all of these myriad domains into account. In addition, marginalized populations, such as people of color, LGBTQ groups, people with disabilities, economically depressed persons, veterans, HIV-positive clients, immigrants, women, and adolescents, are studied in the context of addictions.

**CSAC-890                      Advanced Addictions Treatment                      3 Credits**

*Prerequisites: PCO-438, MAT-520, COUN-630, MCFT-538, or PSY-709; and MAT-515, MCFT-505, COUN-532, or PSY-645.* This course advances and deepens the degree of understanding of theoretical models and research related to addictions counseling. The areas of application include addictive behaviors, alcohol and substance abuse, etiology of addiction, and dual diagnosis and comorbidity. Treatment approaches such as motivational interviewing, the stages of change model, and the precursors model of change will be discussed. Students will also examine established evidence-based treatment approaches, strategies, and techniques from cognitive, behavioral, existential, Adlerian, and Gestalt therapy perspectives. In addition, advanced applications of group and family systems treatments are included in the course. The effects of addictions on the interpersonal, systemic, and environmental aspects of the client's life are studied as well. Detailed study of relapse prevention and treatment are provided. Twelve-step approaches are also discussed in detail, including their efficacy. Ethical and multicultural issues in addictions counseling and in supervision and training of addictions counselors will also be addressed.

# DOCTOR OF PHILOSOPHY IN ART THERAPY

## Program Overview

The Ph.D. in Art Therapy program prepares students to lead in the field of art therapy as researchers, educators, clinical supervisors, and socially responsible practitioners who are committed to healthy communities. The program emphasizes Adlerian principles with a focus on student-centered and self-directed learning. Further, the program explores epistemologies and the rationale of different knowledge claims as they relate to intersectionality. The program also incorporates integrative clinical healthcare practices and advanced research and approaches to prepare students to be stewards and scholars of the profession in order to successfully practice in a world in which understanding of individual and cultural diversity is essential for progress. Embracing diversity, the program encourages national and international clinical training and unique opportunities in areas where the clientele is primarily from traditionally underserved communities. Such experiences engage students as they acquire knowledge, skills, and values related to individual and group diversity. Focused on scholarship, socially conscious pedagogy, Adlerian principles, clinical art therapy, and socially responsible practices, students train to be leaders, equipped with the real-world experience, research background, and intellectual curiosity needed to think deeply about therapeutic creative expression in order to successfully practice in a world in which understanding of individual and cultural diversity is essential for community health and wellness. The immersive, experiential, hands-on learning experience in graduate education trains professionals who are committed to making a more just society.

Upon graduation, students will continue to add knowledge and new research to the field, becoming leaders in their communities and demonstrating Adlerian values such as social interest, pluralism, courage, excellence, pragmatism, respect for diversity, encouragement, and commitment to promote the optimal development of persons and communities.

## Program Overview

The program consists of 60 credits, including 45 credits of core courses and electives, 9 credit hours of dissertation, and 6 credit hours of internships experiences. Students are expected to complete the curriculum in three years, or longer for part-time students.

Program requirements include:

- Completion of Social Justice Practicum I and II (2 credits) for non-Adler University graduates.
- Completion of core courses and electives (45 credits).
- Completion of Internship and Seminar I, II, and III (6 credits).
- Passage of the PhDAT Comprehensive Examination.
- Completion of Dissertation I, II, and III (9 credit hours).



## Program Learning Outcomes

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

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

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

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

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

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

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

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

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

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

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

## Licensure and Credentials

The aim of the program is to provide advanced training for Provisional or Registered or Registered Board Certified Art Therapists, Expressive Arts Therapists, Creative Arts Therapist, Licensed Counselors or Mental Health Professionals, Social Workers, Couple and Family Therapists, or a related field, **who already have or are eligible for master's-level licensure in Illinois or other states.**

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

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

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

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

## Program-Specific Admission Requirements

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

- A master's degree, by the date of matriculation, in art therapy or a related discipline from a regionally accredited U.S. institution or a related field from an international institution.

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

## Program Prerequisites

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

## Course Areas and Equivalent Courses at Adler

### Human Growth and Development

MAT-650	Life Span Development in Art Therapy, Counseling, and Psychotherapy	3 cr.
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### Counseling Theory

MAT-525	Historical and Theoretical Perspectives of Art Therapy, Counseling, and Psychotherapy	3 cr.
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### Counseling Techniques

MAT-653	Theories and Methods of Intervention in Art Therapy, Counseling, and Psychotherapy II: Trauma, Loss, Grief, and Bereavement	3 cr.
MAT-523	Basic Skills for Psychotherapy and the Use of Art Therapy	3 cr.
MAT-654	Neuroscience in Art Therapy, Counseling, and Psychotherapy: Special Populations	3 cr.

### Group Dynamics, Processing, and Counseling

MAT-527	Use of Art Therapy in Group Psychotherapy and Psychopathology	3 cr.
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### Appraisal of Individuals

MAT-526	Assessment and Appraisal in Art Therapy, Counseling, and Psychotherapy	3 cr.
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### Research and Evaluation

MAT-524	Research Methods in Art Therapy, Counseling, and Psychotherapy	3 cr.
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### Professional, Legal, and Ethical

MAT-515	Professional Development, Issues, and Ethics in Art Therapy, Counseling, and Psychopathology	3 cr.
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**Social and Cultural Foundations**

MAT-651	Sociocultural and Multicultural Approaches in Art Therapy, Counseling, and Psychopathology	3 cr.
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**Lifestyles and Career Development**

MAT-521	Lifestyle and Career Development	3 cr.
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**Substance Abuse**

MAT-520	Introduction to Addictive Disorders	3 cr.
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**Maladaptive Behavior and Psychopathology**

MAT-522	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
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MAT-518	Introduction to Adlerian Psychology and Psychopathology	3 cr.
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**Family Dynamics**

MAT-652	Theories and Methods of Intervention in Art Therapy, Counseling, and Psychotherapy I: Couple, Families, and Older Adults	3 cr.
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MAT-519	Adlerian Theories and Integrative Interventions for Families, Parents, and Teachers	2 cr.
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**Clinical Practicum/Internship**

MAT-667, MAT-668, MAT-669	Practicum Seminars I, II, & III in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision	2 cr. each
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MAT-677, MAT-678, MAT-679	Practicum I, II, & III in Art Therapy, Counseling, and Psychotherapy: Consultation and Supervision	1 cr. each
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Clinical Training: Practicum/Internship (minimum of 600 hours)

**Application Requirements**

Applicants must submit the following in order to be considered for admission:

- Application for admission.
- Proof of registration as an art therapist or 18 hours of studio credit.
- Two letters of recommendation.
- Interview with a faculty member.
- Official valid transcripts from all colleges or universities attended.

Applicants who are graduates, in good standing, from Adler University's Master of Arts in Counseling: Art Therapy program may have one letter of recommendation and/or interview waived.

**Transfer Credits**

Students accepted for admission may be granted transfer credit for graduate-level courses previously taken at another accredited institution. A maximum of 9 credit hours may be transferred into the Ph.D. program. Hence, a minimum of 51 credit hours must be satisfied through courses offered by Adler University for the Ph.D. in Art Therapy program, including the comprehensive examination and dissertation courses.

## Degree Requirements

PhDAT-800	Social Justice Practicum I (for students who did not have an SJP experience)	1 cr.
PhDAT-820	Professional Orientation I	2 cr.
PhDAT-822	Advanced Philosophy of Art I	3 cr.
PhDAT-824	Community Engagement and Socially Responsible Leadership	3 cr.
PhDAT-827	Neurodiversity and Neuroaesthetics	3 cr.
PhDAT-801	Social Justice Practicum II	1 cr.
PhDAT-821	Professional Orientation II	2 cr.
PhDAT-823	Advanced Philosophy of Art II	3 cr.
PhDAT-826	Qualitative and Emergent Research Methods in Art Therapy	3 cr.
PhDAT-825	Professional Identity and Advanced Ethics	3 cr.
PhDAT-828	Quantitative Research Methods and Art Therapy	3 cr.
PhDAT-829	Clinical Supervision and Consultation	3 cr.
PhDAT-830	Foundations in Thanatology in Art Therapy	3 cr.
	Elective I: Consult with Faculty Advisor (see list of electives)	2 cr.
PhDAT-831	Art-Based Research	3 cr.
	Elective II: Consult with Faculty Advisor (see list of electives)	2 cr.
	Elective III: Consult with Faculty Advisor (see list of electives)	2 cr.
PhDAT-832	Applied Statistics in Research and Art Therapy	3 cr.
PhDAT-850	Doctoral Internship and Seminar I	2 cr.
	Elective IV: Consult with Faculty Advisor (see list of electives)	2 cr.
PhDAT-851	Doctoral Internship and Seminar II	2 cr.
PhDAT-900	PhDAT Comprehensive Examination	0 cr.
PhDAT-852	Doctoral Internship and Seminar III	2 cr.
PhDAT-901	Dissertation I	3 cr.

### Year 3 Spring Term (3 credits)

PhDAT-902	Dissertation II	3 cr.
PhDAT-903	Dissertation III	3 cr.

### Elective Choices for the PhDAT Program

Students choose four of the five elective course offerings with approval from their Faculty Advisor.

PhDAT-833	Special Topics in Art Therapy	2 cr.
PhDAT-834	Trauma Informed Care	2 cr.
PhDAT-835	Seminar in Human Sexuality	2 cr.
PhDAT-836	Intermodal Applications in Art Therapy	2 cr.
PhDAT-837	Advanced Adlerian Theory and Integrative Art Therapy Experientials and Interventions	2 cr.

## Internship

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

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

## Social Justice Practicum

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

## Comprehensive Examination

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

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

## PhDAT Dissertation

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

## Graduation Requirements

1. Satisfactory completion of all core courses (39 credit hours) and electives (6 credit hours).
2. Satisfactory completion of 700 internship hours at an approved internship site.
3. A cumulative grade point average of 3.0 or higher.
4. Successful completion of the PhDAT Comprehensive Examination.
5. Successful completion of a doctoral dissertation and oral defense.
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
7. Satisfactory completion of Social Justice Practicum I and II.

## Doctor of Philosophy in Art Therapy Course Descriptions

### PhDAT-800

### Social Justice Practicum I

1 Credit

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall Term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement. *Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.*

**PhDAT-801                      Social Justice Practicum II                      1 Credit**

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the Fall Term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an SJP site, 2) attendance at a monthly, campus-based SJP workshop, and 3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement. During the Fall Term students enrolled in the SJP must attend at least 2 SJP Workshops and complete a minimum of 50 hours upon placement at site.

**PhDAT-820                      Professional Orientation I                      2 Credits**

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

**PhDAT-821                      Professional Orientation II                      2 Credits**

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

**PhDAT-822                      Advanced Philosophy of Art I                      3 Credits**

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



**PhDAT-823                      Advanced Philosophy of Art II                      3 Credits**

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

**PhDAT-824                      Community Engagement and Socially Responsible Leadership                      3 Credits**

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

**PhDAT-825                      Professional Identity and Advanced Ethics                      3 Credits**

This course focuses on how the Ethical Principles for Art Therapists set forth by the American Art Therapy Association (AATA), the Art Therapy Credentials Board (ATCB), and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) promote and maintain the standards of art therapy. Emphasis will be placed on understanding how these organizations align with the protection of individuals while engaging in social advocacy as well as the role that institutional review boards have in protecting the public. Attention will be given to developing leadership in supervisory capacities as well as resolving ethical dilemmas using ethical decision-making models, all of which align with the legal guidelines that formulate social justice work.

**PhDAT-826                      Qualitative and Emergent Research Methods in Art Therapy                      3 Credits**

This course will survey major qualitative research methodologies with an emphasis on ethical and socially responsible research practices. The course will include critical reviews of major qualitative methods, such as phenomenology, case studies, and ethnographic and heuristic research designs. Students will critically review literature, practice elements of research design development, select variables and participants for study, and be introduced

to qualitative data analysis software, such ATLAS.ti. Students will be introduced to emergent research methods in qualitative applications as responsive and adaptive approaches to challenging and changing conditions in research practice. Students will develop elements of emergent research processes to address socially meaningful questions, such as indigenous methods, visual ethnography and methodology of the oppressed, and community health practices. Skills taught in this course align with the American Art Therapy Association (AATA) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and any other pertinent professional accrediting bodies.

**PhDAT-827****Neurodiversity and Neuroaesthetics****3 Credits**

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

**PhDAT-828****Quantitative Research Methods and Art Therapy****3 Credits**

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

**PhDAT-829****Clinical Supervision and Consultation****3 Credits**

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

**PhDAT-830 Foundations in Thanatology in Art Therapy 3 Credits**

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

**PhDAT-831 Art-Based Research 3 Credits**

This course will help foster a deeper understanding of art-based methodological tools across research elements of data collection, analysis, interpretation, and representation and focus on the arts not merely as subject, but also as the primary mode of research design. Students will integrate the invisible and intangible aspects of human experience and its expression with research tools and theory and develop skills to further the advancement of the fields of art-based research and art therapy. Utilizing engaged and holistic art-based research practices, such as writing, visual art, music, film, and other media, students will learn to aesthetically and critically reflect on human experience, to understand and articulate their culturally informed research bias and social-justice-related values, and to develop art-based research designs congruent with a philosophy of art. Skills taught in this course align with the American Art Therapy Association (AATA) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and any other pertinent professional accrediting bodies.

**PhDAT-832 Applied Statistics in Research and Art Therapy 3 Credits**

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

**PhDAT-833 Special Topics in Art Therapy 2 Credits**

This course serves the purpose of bringing a special focus to areas of concern to leaders in the field of art therapy not fully addressed in other core courses. The Special Topics course is designed to examine special interests, including current and emerging issues and interdisciplinary topics. Topics will alternate and address the following areas: advanced life span issues; aging; military veterans and families; spiritual and alternative approaches to healing; advanced Adlerian theory and integrative therapy experientials and interventions; and advanced methods and theories of intersectionality and community engagement.

**PhDAT 834 Trauma-Informed Care 2 Credits**

This course provides an advanced examination of conceptualizations and approaches to trauma related to emotional, sexual, physical, and political violence and terrorism and emotional abuse and neglect, including forms of system-induced trauma. Neurobiology

affirms art therapy's efficacy in helping people to reconstruct meaning and to give expression and voice to traumatic experiences, and to help individuals and groups move toward transformation and integration. Art therapy also emerges as effective in combination with other proven approaches for trauma resolution and self-regulation, including somatic and other art-based approaches. The course integrates advanced foci, such as the role of the clinical supervisor in helping therapists work through their own experiences of secondary trauma, and on preventing retraumatization of research subjects. Community-relevant applications within an adaptive, inclusive, and creative frame will be explored.

**PhDAT 835****Seminar in Human Sexuality****2 Credits**

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

**PhDAT-836****Intermodal Applications in Art Therapy****2 Credits**

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

**PhDAT-837****Advanced Adlerian Theory and Integrative Art Therapy  
Experientials and Interventions****2 Credits**

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

**PhDAT-850****Doctoral Internship and Seminar I****2 Credits**

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

**PhDAT-851****Doctoral Internship and Seminar II****2 Credits**

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

**PhDAT-852****Doctoral Internship and Seminar III****2 Credits**

This course is a continuation of Doctoral Internship and Seminar II and covers advanced intensive experience congruent with the student's professional goals and the completion of the 700-hour requirement. The student will engage in in-depth scholarship and research on an important issue in the field of art therapy. The research is student directed and conducted in consultation with a doctoral committee and advisor on a topic of study relevant to the theory and practice of art therapy. Doctoral Internship and Seminar III continues to provide students with a field experience designed to enrich their professional portfolios and to strengthen their career possibilities as expert clinical supervisors, educators, researchers, leaders, and social activists. This course will also offer opportunities to consult with professional colleagues, to develop effective working relationships, and to build awareness of clinical art therapy.

**PhDAT-900****PhDAT Comprehensive Examination****0 Credits**

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

**PhDAT-901****Dissertation I****3 Credits**

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

**PhDAT-902****Dissertation II****3 Credits**

Students will submit their study for review by Adler University's Institutional Review Board (IRB). Completion of this phase is the goal of Doctoral Internship and Seminar I. Once IRB approval has been granted, the student will complete the necessary actions to conduct research and write the document. If the student opts to do an approved project that does not require IRB approval, the student will develop significant goals in concert with the Chair to demonstrate completion of Doctoral Internship and Seminar II. Students are also required to have attended at least one dissertation defense prior to the completion of the program. This course focuses on the implementation of the student's dissertation proposal developed and approved in Dissertation I. The student will engage in in-depth scholarship and research on an important issue in the field of art therapy. The research is student-directed and conducted in consultation with a doctoral committee and Faculty Advisor on a topic of study relevant to the theory and practice of art therapy.

**PhDAT-903****Dissertation III****3 Credits**

Once students have received IRB approval, they may enroll in Dissertation III. Completion of the project is the goal, including preparation for oral defense. Students successfully defend their doctoral dissertation before the dissertation committee. Any required revisions must be completed within the semester the student is registered for Dissertation III. This course will focus on preparation for the final oral defense of the student's dissertation. This course will ensure that all research is completed, has been passed by the readers, and is of publishable quality. The dissertation and oral defense will demonstrate the student's integration of science, practice, critical thinking skills, and ethical and cultural awareness required for a socially responsible practitioner in the field of art therapy. Students will complete a scholarly paper of publishable quality in accordance with Adler University guidelines and guidelines of relevant professional associations.

# DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION

## Program Mission

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

## Program Overview

The program consists of a total of 60 credit hours, including 45 credit hours of core courses and electives, 9 credit hours of dissertation, and 6 credit hours of practicum and internship experiences. Students are expected to complete the curriculum in three years, or longer for part-time students. Program requirements include:

- Completion of core courses and electives (45 credit hours).
- Completion of field training, practicum (2 credit hours), and internship (4 credit hours).
- Completion of dissertation (9 credit hours).
- Passage of DCES Comprehensive Examination.
- Completion of Social Justice Internship I and II.

## Program Learning Outcomes

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

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

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

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



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

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

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

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

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

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

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

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

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

## Licensure and Credentials

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

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

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

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

## Minimum Admission Requirements

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

## Program Prerequisites

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

### Requisite Course Areas and Equivalent Courses at Adler

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

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

### Application Requirements

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

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

### Degree Requirements

#### Core Curriculum

DCES-700	Professional Orientation and Scholarly Endeavors I	1 cr.
DCES-701	Professional Orientation and Scholarly Endeavors II	1 cr.
DCES-702	Professional Orientation and Scholarly Endeavors III	1 cr.
* DCES-703	Advanced Counseling Theories and Career Development	3 cr.
DCES-704	Advanced Multicultural Counseling, Advocacy, and Leadership	3 cr.
**** DCES-705	Pedagogy in Counselor Education	3 cr.
*** DCES-706	Clinical Supervision and Consultation	3 cr.
DCES-801	Program Research, Evaluation, and Development	3 cr.
DCES-803	Trauma, Crisis, and Disaster Interventions	3 cr.
DCES-804	Advanced Group Counseling and Supervision	3 cr.
DCES-805	Advanced Techniques in Counseling and Psychotherapy	3 cr.
DCES-821	Qualitative Research Methods in Counseling	3 cr.

DCES-822	Quantitative Research Methods in Counseling	3 cr.
DCES-823	Applied Statistics and Analyses in Research	3 cr.
	<b>or</b>	
DCES-824	Qualitative Data Analyses in Research	3 cr.
DCES-825	Clinical Research in Counseling and Psychotherapy	1 cr.
	<b>Electives</b>	6 cr.

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

\*Prerequisite for Advanced Clinical Counseling Practicum

\*\*Prerequisite for Social Justice Internship

\*\*\*Prerequisite for Internship Experience with supervision

\*\*\*\*Prerequisite for Internship Experience with teaching

#### Field Training: Practicum

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

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

#### Required Internship Experiences

DCES-851	DCES Internship and Seminar I	1 cr.
DCES-852	DCES Internship and Seminar II	1 cr.
DCES-853	DCES Internship and Seminar III	1 cr.
DCES-854	DCES Internship and Seminar IV	1 cr.

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

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

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

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

#### DCES Comprehensive Examination

DCES-900	DCES Comprehensive Examination	0 cr.
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#### Dissertation

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

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

## Field Training: DCES Practicum and Internship

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

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

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

Students can complete these elements of internship in sequence or simultaneously. Students can register for various internships and seminars concurrently with the approval of the Faculty Advisor. DCES-851, DCES Internship and Seminar I, must be taken in a fall semester. When formulating internship plans, students should consider using the experience to enhance their career profile and, where possible, specialty areas. In addition to the field hours and site supervision, students are required to register for seminars for group supervision and support.

### MANDATORY INTERNSHIP EXPERIENCES

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

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

### OPTIONAL EXPERIENCES

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

- New area of clinical counseling.
- Program development.
- Consultation.
- Professional leadership.
- Other (approved by Faculty Advisor or the doctoral Training Director).

## DCES Comprehensive Examination

Each student must take and pass a written comprehensive essay examination prior to candidacy for the doctoral degree. The exam assesses competence in the five CACREP core areas (counseling, leadership and advocacy, supervision, teaching, and research). The comprehensive examination typically takes place in the summer I term every year. Passing the comprehensive exam is one of several prerequisites to initiating dissertation coursework. Students must have completed the DCES core courses with the exception of internship hours and elective courses and have a GPA of 3.5 or higher in order to be eligible to take the comprehensive examination. Students must inform their Faculty Advisor of their intent to take the examination by the end of the February prior to the summer in which the comprehensive examination takes place. The entire comprehensive examination must be completed during the semester in which it is begun. For further details regarding the comprehensive examination, refer the DCES Doctoral Handbook.

## DCES Dissertation

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

## Graduation Requirements

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

## Doctor of Philosophy in Counselor Education and Supervision Course Descriptions

### **DCES-700 Professional Orientation and Scholarly Endeavors I 1 Credit**

This is the first course of a three-course sequence (DCES-700, DCES-701, and DCES-702). This course aims at fostering the development of the counselor educator identity among the students. It will orient students to the role of counselor educator and their ethical and legal responsibility as a scholar, trainer, supervisor, and gatekeeper of the profession. With the assistance from the course instructor and/or faculty mentor, students will start formulating a plan to develop their specialty area(s) through mindful development of practicum and internship experiences and/or integrating the specialty area in the dissertation research and conference presentations. Students will also start building a professional portfolio and a plan for their leadership and involvement in professional organization. Practicum and internship planning and application process, and the Institutional Review Board approval procedures will be discussed. A primary focus of the course is to train students in the process of scholarly research, writing, and publication, along with the understanding of the rules and principles of the APA style. Students will also become familiar with the processes and resources available for the production of original research and involvement in professional organizations.

### **DCES-701 Professional Orientation and Scholarly Endeavors II 1 Credit**

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

### **DCES-702 Professional Orientation and Scholarly Endeavors III 1 Credit**

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

**DCES-703                      Advanced Counseling Theories and Career Development                      3 Credits**

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

**DCES-704                      Advanced Multicultural Counseling, Advocacy, and Leadership                      3 Credits**

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

**DCES-705                      Pedagogy in Counselor Education                      3 Credits**

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



**DCES-706 Clinical Supervision and Consultation 3 Credits**

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

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

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

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

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

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

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

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

This course is designed to advance clinicians' knowledge and skills in responding to both small- and large-scale crises and trauma, as an individual practitioner and as part of an interdisciplinary team in an agency or a community. Students will study in-depth the effects of suicide, crises, disasters, and other trauma-causing events on persons of all ages, their

respective family, and the community. Students will develop a foundation for the assessment of individuals' post-trauma biopsychological conditions and provision of treatment and intervention. In addition, vulnerabilities and at-risk populations will be analyzed. Professional, diversity, and ethical concerns in working with these at-risk populations and in the provision of treatments and interventions will be covered. Finally, the course also reviews issues affecting therapists who work with crisis and trauma populations and suggests strategies for self-care.

**DCES-804                      Advanced Group Counseling and Supervision                      3 Credits**

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

**DCES-805                      Advanced Techniques in Counseling and Psychotherapy                      3 Credits**

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

**DCES-821                      Qualitative Research Methods in Counseling                      3 Credits**

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

**DCES-822                      Quantitative Research Methods in Counseling                      3 Credits**

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

**DCES-823                      Applied Statistics and Analysis in Research                      3 Credits**

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

**DCES-824                      Qualitative Data Analysis in Research                      3 Credits**

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

**DCES-825                      Clinical Research in Counseling and Psychotherapy                      1 Credit**

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

**DCES-850                      Advanced Clinical Counseling Practicum and Seminar                      2 Credits**

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

**DCES-851                      DCES Internship and Seminar I                      1 Credit**

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

**DCES-852                      DCES Internship and Seminar II                      1 Credit**

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

**DCES-853                      DCES Internship and Seminar III                      1 Credit**

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

**DCES-854                      DCES Internship and Seminar IV                      1 Credit**

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

**DCES-855                      DCES Internship and Seminar V                      1 Credit**

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

**DCES-856                      DCES Internship and Seminar VI                      1 Credit**

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

**DCES-857 Social Justice Internship I 1 Credit**

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

**DCES-858 Social Justice Internship II 1 Credit**

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

**DCES-885 Dialectical Behavior Therapy 3 Credits**

Dialectical behavior therapy (DBT) has risen to prominence over the last 20 years and is now a widely accepted therapy approach. It incorporates techniques and strategies taken from cognitive-behavioral therapy, Buddhist mindfulness, and Zen Buddhism. This course teaches the application of DBT with clients suffering from borderline and other personality disorders as well as a variety of other clients, such as clients who self-mutilate and/or those who abuse drugs and alcohol. DBT skills are also covered, including those that are identified as Wise Mind, Accepts, Improve, and Self Soothe. Emotional Regulation, Distress Tolerance, the Fast approach to self-respect, and the Relationship and Objective Effectiveness skills are also taught in the context of DBT. DBT is also considered in the larger context of contemporary counseling and psychotherapy.

**DCES-886                      Existential and Gestalt Therapies                      3 Credits**

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

**DCES-887                      Asian Meditation Therapies                      3 Credits**

Various methods of meditation and related techniques are examined. These include classical Asian meditation techniques as well as lesser known techniques derived from various Buddhist, yoga, Hindu, and Taoist sources. The course also examines the relevant Asian philosophical and psychological perspectives in which meditation practices originated. Many meditation methods, such as concentration, mindfulness, surrender, *bhakti*, and a host of related spiritual and existential techniques such as being-there, forgiveness, inoculation of being, expansion of being, the pod technique, and many others will be studied and practiced. The emphasis is on applying these techniques with clients who are experiencing mental and emotional disorders such as anxiety and depression in order to achieve a greater degree of well-being and sense of fulfillment. Research support and an extensive bibliography are provided. Asian conceptions of mind, ego, self, consciousness, mind-body, mental health, psychopathology, compassion, freedom, and liberation are covered with the aim of integrating these into counseling and psychotherapy contexts. A portion of each class period will be devoted to the actual practice of techniques described.

**DCES-891                      Counseling Children and Adolescents                      3 Credits**

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

**DCES-892                      Advanced Adlerian Counseling and Parent Education                      3 Credits**

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

**DCES-893                      Veterans and Military Family Counseling                      3 Credits**

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

**DCES-897                      Counseling Difficult, Defiant Adolescents                      3 Credits**

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

**DCES-894                      Technology and Counseling in DCES                      3 Credits**

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

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

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

**DCES-896 Leadership in Mental Health Practice 3 Credits**

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

**DCES-900 DCES Comprehensive Examination 0 Credits**

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

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

**DCES-901 DCES Dissertation I 3 Credits**

*Prerequisite: DCES-900.* Students are expected to apply one or more of the major research models or theories to conduct a research project in a dissertation format. The research needs to be structured and oriented toward adding to the knowledge base of counseling and the five core competencies in counselor education (teaching, supervision, advocacy, research, and counseling practice). In this first course of dissertation, students are expected to form their dissertation committee, make major progress on their dissertation proposal (chapters 1 and 2), and start formulating chapter 3, the methodology section, with the consultation of a methodologist, the Dissertation Chair, and other committee members if appropriate. Students who cannot complete the objectives designated in DCES-901 will receive an incomplete grade and must continue to complete the course objectives in the following semester before they can register for DCES-902.



**DCES-902                      DCES Dissertation II                      3 Credits**

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

**DCES-903                      DCES Dissertation III                      3 Credits**

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

**DCES-904                      DCES Dissertation Continuation                      1 Credit**

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

# DOCTOR OF PHILOSOPHY IN COUPLE AND FAMILY THERAPY

## Program Overview

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

The CFTD program emphasizes a systems perspective enabling practitioners to understand couples, families, and individuals (adults and children) in the context of complex relational, family, and societal dynamics. Our students are trained with advanced clinical skills to provide therapy for couples, families, and individuals using approaches based on the major models of couple and family therapy that are grounded in systems theory with specific training in grief, loss, and trauma. Couple and Family Therapists assess, conceptualize, plan treatment, and intervene in order to promote change to occur in the relational systems of clients. CFTs are mental health professionals who recognize that relationships and patterns of engaging influence individual and relational functioning that therefore need to be part of the therapy process.

Graduates of the program have the core professional identity as a Couple and Family Therapist (CFT) qualified for membership in the American Association for Marriage and Family Therapy (AAMFT) and eligible for licensure as a Marriage and Family Therapist (LMFT) in the state of Illinois. The CFTD program embodies Adler University's commitment to social justice through graduating socially responsible and culturally competent therapists with a clear professional identity as a Couple and Family Therapist.

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

## Program Goals

1. To role model a clear professional identity as an ethical Couple and Family Therapist with advanced training, knowledge, and experience.
2. To train students to develop a systemic worldview in their work as a Couple and Family Therapist.
3. To provide students with experience in scholarship, developing competence as researchers who will contribute to the field of couple and family therapy.
4. To graduate socially responsible professional Couple and Family Therapists sensitive to social justice and diversity.

## Student Learning Outcomes

1. To understand and apply advanced knowledge of systems, modern, and postmodern couple and family therapy theories.
2. To demonstrate cultural competency with diverse populations in the advanced practice as a Couple and Family Therapist across academic, clinical, research, and supervision settings.
3. To demonstrate knowledge of Adlerian principles that can complement systemic work with couples, families, and individuals.
4. To display advanced application in clinical and supervision skills in the practice of couple and family therapy with specific training in grief, loss, and trauma.
5. To exemplify doctoral-level knowledge, skill, and integration of research in the field of couple and family therapy.
6. To demonstrate sensitivity and knowledge in application of social justice, social responsibility, and oppression with couples and families.
7. To establish a clear professional identity including an ethical consciousness as a Couple and Family Therapist with advanced training in preparation to serve the profession.

## Program-Specific Admission Requirements

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

- Clinical master's degree in marriage and family therapy, couple and family therapy, medical family therapy, or related clinical field such as social work, psychology, or professional counseling.
- Completion of clinical practicum\* in applicant's graduate degree program.
- GPA of 3.25 or higher out of 4.0 in applicant's graduate degree program.
- Commitment to the profession of couple and family therapy as demonstrated in the application essay.
- Licensure or licensure eligibility as an MFT in the state of Illinois. Applicants without this can be admitted as a doctoral student but must first complete coursework to "level up."
- Letters of recommendation, including at least one from a graduate instructor and one from a clinical supervisor.

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

## Master's Degree Credits and Requisites

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

Students who did not complete their master's degree at Adler must also complete the following courses:

MCFT-533	Fundamentals of Adlerian Psychology and Parenting Education: Theory and Interventions	3 cr.
SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.

These must also be done in the first year of the doctoral student's program of study and may cause an adjustment of the curriculum sequence including pushing classes into the third year concurrent with internship and/or dissertation or possibly extending the minimum time to complete the program. Students who are required to both "level up" and complete MCFT-533 and Social Justice Practicum will work with their Faculty Advisor to develop a curriculum sequence.

The CFTD program is a full-time program to be completed in four years and no longer than seven years. Students who wish to adjust their timeline to slower than full time can work with their Faculty Advisor to develop an individualized program of study.

## Degree Requirements

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

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

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

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

CFTD-720	Advanced CFT Theory I	3 cr.
CFTD-721	Advanced CFT Theory II	3 cr.
CFTD-722	Advanced Therapy with Couples	3 cr.
CFTD-724	Advanced Family Therapy with Children and Adolescents	3 cr.
CFTD-725	Grief and Loss Through the Family Life Cycle	3 cr.
CFTD-726	Trauma and the Family System	3 cr.

### **Advanced Relational/Systemic Applications to Contemporary Challenges (ACA 3) and Advanced Foundations of Relational/Systemic Teaching, Supervision, Consultation, and/or Leadership (ACA 4) – 16 area credits/47 program credits:**

CFTD-730	Diversity and Social Justice in CFT: Issues of Access and Equity	3 cr.
CFTD-745	Supervision of Couple and Family Therapists	2 cr.
CFTD-750	Professional Development Seminar I	1 cr.
CFTD-790	Professional Development Seminar II	1 cr.
CFTD-763	Doctoral Qualifying Exam	0 cr.

Plus nine credits of specials courses\* that specifically meet these two areas of advanced curriculum.

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

CFTD-703	CFT Practicum – Clinical Practicum and Seminar I	3 cr.
CFTD-704	CFT Practicum – Clinical Practicum and Seminar II	3 cr.
CFTD-705	CFT Practicum – Clinical Practicum and Seminar III	3 cr.
CFTD-865	CFT Doctoral Internship I	1 cr.
CFTD-866	CFT Doctoral Internship II	1 cr.
CFTD-867	CFT Doctoral Internship III	1 cr.
CFTD-875	CFT Dissertation Preparation Seminar	1 cr.
CFTD-876	CFT Dissertation I and Proposal Defense	1 cr.
CFTD-877	CFT Dissertation II	1 cr.
CFTD-878	CFT Dissertation III and Oral Defense	1 cr.

**\*Specials Courses:**

CFTD-728	Divorce Mediation and Conflict Resolution with Couples	3 cr.
CFTD-729	Sex Therapy: Theory and Techniques	3 cr.
CFTD-732	Integration of Religion and Spirituality in CFT	3 cr.
CFTD-735	LGBTQ-Competent Therapy with Couples and Families	3 cr.
CFTD-736	Medical Family Therapy	3 cr.
CFTD-738	Gerontology Issues in Family Therapy	3 cr.
CFTD-746	CFT Supervision of Supervision I	1 cr.
CFTD-747	CFT Supervision of Supervision II	1 cr.
CFTD-748	CFT Supervision of Supervision III	1 cr.
CFTD-781	CFT Instruction I	1 cr.
CFTD-782	CFT Instruction II	1 cr.
CFTD-783	CFT Instruction III	1 cr.
CFTD-789	Creative Interventions with Couples and Families	1 cr.
CFTD-870	International Immersion and Cross-Cultural Studies	3 cr.
CFTD-871	CFT Research Application	3 cr.
CFTD-872	CFT Research I	1 cr.
CFTD-873	CFT Research II	1 cr.
CFTD-874	CFT Research III	1 cr.

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**Total Credits of Coursework: 63**

**Requisite Credits: 39**

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**Total Credits: 102**

## Advanced Practical Experience

The advanced practical experiences required to be completed by CFTD students include practicum, the doctoral qualifying exam, internship, and dissertation. CFTD students develop advanced therapy skills and clinical practice through a three-consecutive-semester clinical practicum done concurrently with the second year of coursework and an internship to begin after completion of coursework (some specials courses may be the exception) and the qualifying exam. The qualifying exam is the opportunity for students to demonstrate advanced clinical theory and practice. CFTD students are also required to complete a dissertation demonstrating skills in advanced research.

## **SOCIAL JUSTICE PRACTICUM (SJP)**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs during the fall and spring terms. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside the community as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners.

All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled (unless they have already completed it as part of their master's degree at Adler). SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

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

## **PRACTICUM**

Students enroll in three consecutive semesters of clinical practicum typically concurrent with their second year of coursework. CFTD students may develop practicum sites that meet the requirements of CFTD practicum and under the guidance and recommendation of the Clinical Training Director. The purpose of practicum is for CFTD students to be clinically active and begin to apply advanced clinical skills gained through the advanced curriculum. The number of hours required in practicum may differ for students who matriculated in the program without an eligible degree to pursue licensure as an MFT.

## **Doctoral Qualifying Exam**

The doctoral qualifying examination (DQE) provides an opportunity for students to demonstrate their theoretical and clinical competency in the couple and family therapy field and across the student learning outcomes (SLOs) specifically identified for the degree. The research component of the DQE additionally helps students progress in their completion of the dissertation. Students are given the opportunity to synthesize the advanced curricular areas and demonstrate mastery in their area(s) of expertise. Additionally, the DQE assesses students' integration of their knowledge with their clinical experience into a unified, coherent model for clinical work with human systems (couples, families, individuals, and communities). Students are expected to demonstrate advanced professional skills in presentation, academic writing, clinical practice, professional ethics and legal issues, and research methodology with a focus on advanced clinical theory and are evaluated accordingly under each of the SLOs. *Students must pass their DQE prior to defending their dissertation proposal.*

## Internship

The doctoral CFT internship is designed to provide doctoral students with a supervised, full-time experience of at least nine months duration, emphasizing the development of the CFT professional identity consistent with the degree requirements and the student's professional goals. Students must be engaged in a continuous experience in the practice and profession of couple and family therapy with no fewer than 30 hours per week (full-time employment status). This can be a paid experience.

## Dissertation

The CFT doctoral dissertation provides students with the opportunity to engage in in-depth scholarship on an important issue in the field of couple and family therapy; it provides students the venue to demonstrate their skills in advanced research. Dissertations in couple and family therapy must represent substantial research that contributes to the field of MFT, including a comprehensive discussion of implications for the field. Additionally, dissertations must be original work and theory driven.

## Graduation Requirements

1. Successful completion of the advanced curricular areas as specified in the curriculum requirements, including courses required to “level up” for the doctoral-level curriculum.
2. Successful completion of the advanced practice experiences including practicum, the doctoral qualifying exam, internship and dissertation.
3. Successful completion of Social Justice Practicum I & II as well as MCFT-533 or the equivalent.
4. A cumulative grade point average of 3.0 or higher and no grades below B.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Demonstration of professional attitude, decorum, and ethics commensurate with the profession of couple and family therapy.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the Doctor of Philosophy in Couple and Family Therapy.

## Doctor of Couple and Family Therapy Course Descriptions

### **CFTD-701                      Couple and Family Therapy Ethics                      1 Credit**

This one-credit course is for incoming Couple and Family Therapy students who did not receive their master's degree in couple and family therapy, marriage and family therapy, or medical family therapy. This course will specifically cover the AAMFT Code of Ethics complementing the ethics course taken in the student's clinical master's degree. The goal of this course is to prepare the student for practice and licensure as a Couple and Family Therapist.

### **CFTD-703                      CFT Practicum – Clinical Practicum and Seminar I                      3 Credits**

### **CFTD-704                      CFT Practicum – Clinical Practicum and Seminar II                      3 Credits**

### **CFTD-705                      CFT Practicum – Clinical Practicum and Seminar III                      3 Credits**

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

### **CFTD-720                      Advanced CFT Theory I                      3 Credits**

This advanced course explores the evolution of classic/modern approaches to couple and family therapy (CFT) theory, emphasizing a critical approach to both their theoretical and clinical application aspects. Students will be required to critically examine the specific theories' stands on power and privilege dynamics as well as multicultural topics. The understanding of the systemic processes of dysfunction and change for each model is emphasized. Students also will review the research literature for each model, including evidence-based practice. Self-of-the-therapist issues will be explored throughout the course.

### **CFTD-721                      Advanced CFT Theory II                      3 Credits**

This advanced course focuses on the study of the primary postmodern models of family therapy theory including their unique approach to assessment, case conceptualization, and intervention. Students will be required to critically examine the specific theories' stands on power and privilege dynamics as well as multicultural topics. The understanding of the systemic processes of dysfunction and change for each model is emphasized. Students also will review the research literature for each model, including evidence-based practice. Self-of-the-therapist issues will be explored throughout the course.

### **CFTD-722                      Advanced Therapy with Couples                      3 Credits**

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



**CFTD-724                      Advanced Family Therapy with Children and Adolescents                      3 Credits**

This is an advanced course that focuses on therapy with children and adolescents in the context of the family system. Students will explore self-of-the-therapist issues in relation to the course topics as well as develop professional skills including clinical, academic, and research. Students will also engage in activities typical to family therapy across the semester including play.

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

This advanced course is designed to familiarize students with both the theoretical and clinical literature on loss, death, and bereavement. Using a family systems and a multicultural perspective, this course will explore death and dying while building on the conceptual framework of the family life cycle. Self-of-the-therapist exploration and reflection is a key component to this course. Students will increase awareness of their own assumptions, attitudes, values, and biases regarding death, dying, and grief. This course requires both the consumption of knowledge and the ability to produce it, through class presentations, discussions, and written assignments.

**CFTD-726                      Trauma and the Family System                      3 Credits**

This course will address issues of symptomatology, assessment, and treatment of stress-related disorders with a special emphasis on the impact of PTSD or PTSD symptoms on the couple and family systems. Students will learn about current theory and research on trauma and family as well as therapeutic approaches specific to the field of marriage and family therapy. Emotionally focused couple therapy with trauma survivors will be highlighted throughout the semester. Also, self-of-the-therapist work in the context of trauma will be emphasized throughout the course. Furthermore, students will learn about the nosology, etiology, prevention, and treatment of vicarious traumatization, burnout, and compassion fatigue.

**CFTD-730                      Diversity and Social Justice in CFT: Issues of Access and Equity                      3 Credits**

This doctoral course is designed to help students critically examine issues of diversity and dimensions of culture as it pertains to families, family therapy, and themselves as therapists and citizens of the world. The course will explore dimensions of culture within a social justice framework.

**CFTD-740                      CFT Qualitative Research Methods                      3 Credits**

This course focuses on qualitative approaches to familial and relational research. It examines the theories and methods of qualitative research, such as grounded theory, narrative, case study, and hermeneutics and phenomenology. The course is designed to prepare students for the development of their dissertation proposal.

**CFTD-741                      CFT Statistics                      3 Credits**

This course covers the concepts and applications of descriptive and inferential statistics. It focuses on the statistical methods of data analysis, the analysis of variance, multivariate analysis, and multiple regression models. The course is designed to prepare students for the statistical analysis in their doctoral dissertation.

- CFTD-742**                      **CFT Quantitative Research Methods**                      **3 Credits**  
Prerequisite: CFTD-741. This course will provide an overview of basic research design and measurement. The focus of the course will be research design and methodology specific to couple and family therapy. Students are expected to conduct an extensive, guided review of couple and family therapy research literature. The course is designed to prepare students for the development of their dissertation proposal.
- CFTD-743**                      **CFT Qualitative Data Analysis**                      **3 Credits**  
Prerequisite: CFTD-740. This course provides an in-depth study of various qualitative research approaches and related data-collection methods. As a result of the course, students are expected to be familiar with ways of analyzing different types of qualitative data corresponding to the purpose and the design of the research model. Students are expected to be proficient in applying computer software, such as NVivo and ATLAS.ti, to enter, analyze, and induce the results of the research. The course is designed to prepare students for qualitative analysis in their dissertation proposal.
- CFTD-745**                      **Supervision of Couple and Family Therapists**                      **2 Credits**  
This course provides an in-depth overview of the foremost models of clinical supervision including the unique aspects of supervising clinicians from each of the major theories of couple and family therapy. The student will learn how to structure supervision using a variety of modalities (e.g., taped session, live supervision) to provide effective case recommendations, facilitate therapist development, and solve problems in the therapist-client relationship. The course also will increase sensitivity to and knowledge of the distinct issues of the supervisor-supervisee relationship as well as contextual, ethical, and legal factors in supervision.
- CFTD-750**                      **Professional Development Seminar I**                      **1 Credit**  
The purpose of this course is to guide CFT doctoral students in self-of-the-therapist development. Through this examination, students are exploring their strengths and barriers toward increasing their skills as CFTs. Key components of this process are increasing awareness of various dynamics that impact personal and professional growth as an effective CFT (i.e., family of origin and dimensions of culture, power, privilege, and oppression).
- CFTD-763**                      **Doctoral Qualifying Exam**                      **0 Credits**  
The qualifying examination provides an opportunity for students to demonstrate their ability to make contributions that advance the field in theory, practice, supervision, instruction, leadership, and scholarly work relevant to their areas of developed expertise. Specifically, students will demonstrate their competency across the program's student learning outcomes (SLOs).
- CFTD-788**                      **Grant Writing**                      **1 Credit**  
Students will be introduced to the basics of grant writing. This course will provide an overview of the mechanics of writing a grant proposal, develop skills in finding funding opportunities, and cover the essentials of grant management.

**CFTD-790 Professional Development Seminar II 1 Credit**

This seminar is taken in the last summer semester of coursework in the program. The focus is to prepare students for successful completion of their degree. Tasks will include securing the dissertation committee, finalizing the topic of research, and developing an outline and timeline to guide students throughout their dissertation. Students will also develop a plan for continuing the development of a clear professional identity including an ethical consciousness as a Couple and Family Therapist with advanced training in preparation to serve the profession (SLO 7).

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

*Prerequisites: Successful completion of coursework (with the exception of some special courses by approval of the Department Chair) and clinical practicum.* Following the completion of academic and practicum requirements, doctoral students must complete an internship following the guidelines included in the CFT Handbook. Students are expected to develop their own internship with guidance by the Clinical Training Director. With express permission from the department, students may register in internship and dissertation concurrently.

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

*Prerequisites: Successful completion of coursework (with the exception of some special courses by approval of the Department Chair) and clinical practicum.* Following the completion of academic and practicum requirements, doctoral students must complete an internship following the guidelines included in the CFT Handbook. Students are expected to develop their own internship with guidance by the Clinical Training Director. With express permission from the department, students may register in internship and dissertation concurrently.

**CFTD-875 CFT Dissertation Preparation Seminar 1 Credit**

This seminar is designed to assist students in the early stages of developing and beginning their dissertation. The focus is on the different stages of the dissertation process with specific attention to the selection and development of a topic, selection of a Dissertation Chair, organization of the first two chapters (introduction and literature review), as well as reviewing the Institutional Review Board (IRB) requirements and application.

**CFTD-876 CFT Dissertation I and Proposal Defense 1 Credit**

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

**CFTD-877 CFT Dissertation II 1 Credit**

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

**CFTD-878 CFT Dissertation III and Oral Defense 1 Credit**

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

**SPECIALS COURSES****CFTD-728 Divorce Mediation and Conflict Resolution with Couples 3 Credits**

This course is about understanding conflict, resolution, and divorce mediation from a relational lens and through a systemic perspective. The framework will be expanded to include the global context of conflict resolution, conceptualizing and applying a social justice orientation. Topics include defining conflict, the functions of conflict, and theories of decision-making, strategies and tactics of bargaining and negotiating, and violence. Theoretical perspectives will be applied to a variety of settings including family, school, and work environments.

**CFTD-729 Sex Therapy: Theory and Techniques 3 Credits**

This course addresses the current models, techniques, and research in the treatment of intimacy and sexual issues for couples. The course will focus on the clinical skills of assessment including taking a sexual history, creating a sexual genogram, and knowledge of DSM-5 diagnoses and intervention explicitly designed for specific sexual disorders. Contextual issues such as gender, sexual orientation, culture, and power also will be explored.

**CFTD-732 Integration of Religion and Spirituality in CFT 3 Credits**

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

**CFTD-735 LGBTQ-Competent Therapy with Couples and Families 3 Credits**

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

**CFTD-736 Medical Family Therapy 3 Credits**

This course will address biopsychosocial and spiritual aspects of illness and disability and their impact on the couple and family systems. Self-of-the-therapist work and the impact of dimensions of culture, power, and privilege will be emphasized throughout the course. Also, issues of collaboration between marriage and family therapists and other healthcare professionals will be discussed.

**CFTD-738 Gerontology Issues in Family Therapy 3 Credits**

This course examines the impact of aging on family dynamics and relationships including the processes of development in later life, intergenerational issues, and the crises or transitions experienced throughout the family life cycle. The effect of a population that is living significantly longer on these family issues is explored. The course also addresses communication, mediation, and caregiving with aging family members.

**CFTD-789 Creative Interventions with Couples and Families 1 Credit**

This one-credit doctoral special course covers techniques such as the kinetic family drawing, self-as-animal, the family floor plan, sand tray, build-a-house, video play therapy, family puppet interview, family school, and music therapy. This is a hands-on experiential class.

**CFTD-802 Hooks and Hardy 2 Credits**

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

**CFTD-804 Emotionally Focused Therapy 2 Credits**

This course will provide the students with an overview of conceptual and empirical issues in adult attachment theory and its therapeutic application in working with couples through an emotionally focused (EFT) approach. Through the use of vignettes, role-plays, and educational videos, students will be helped to conceptualize dyadic distress with an attachment focus to work with couples in reprocessing emotions as well as recreating healthier bonds. Up-to-date EFT outcome research will be reviewed as well as applications of EFT with specific populations (e.g., trauma survivors, couples with chronic illness). Self-of-the-therapist aspects that may arise in applying an EFT approach will be addressed as well.

**CFTD-805 Divorce 1 Credit**

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



**CFTD-870 International Immersion and Cross-Cultural Studies 3 Credits**

*Prerequisite or concurrent enrollment in MCFT-660 or equivalent.* This course will provide master's and doctoral students with a cultural-immersion experience outside of the United States. Students will be engaged in a nonclinical service-learning program for a limited period of time. The course will teach students to examine and critically think about the impact of systemic and structural barriers on health and well-being issues abroad. This will enhance students' professional values and their preparation for multicultural clinical practice. This course has additional costs including travel, room and board, and spending money.

**CFTD-871 CFT Research Application 3 Credits**

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

**CFTD-872 CFT Research I 1 Credit****CFTD-873 CFT Research II 1 Credit****CFTD-874 CFT Research III 1 Credit**

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

**SJP-513 Social Justice Practicum I 1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that begins in the fall term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and life credit is inadmissible to meet this requirement. *Note: During the fall term, students enrolled in the SJP attend at least two SJP workshops and complete a minimum of 50 hours upon placement at site.*

**SJP-514****Social Justice Practicum II****1 Credit**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that continues through the spring term. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society. The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity. The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners. In addition, students learn essential concepts related to civics, intersectionality, and community organizing as they are necessary to establish and enhance critical thinking to labor for social justice. All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and no life credit is admissible to meet this requirement.



## DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

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

The program has two aims:

1. To train socially responsible graduate students in clinical psychology.
2. To increase knowledge of Adlerian theory and provide opportunities to apply this knowledge clinically.

These aims are distinctive to Adler University. The first focuses on socially responsible practice that enables students to understand the role of social context in human functioning and to integrate this understanding into their professional practice. Adler University's commitment to social justice continues the visionary work of Alfred Adler and enables its graduates to practice in a wide range of settings while also working to implement changes that will reform the social structures that adversely impact the well-being of members of the community in which they work and live. The second is focused on the theories and methods of Alfred Adler. This focused training provides students with a strong and thorough grounding in a particular theory and method of psychology that forms a foundation for other theoretical perspectives offered in the doctoral program.

These aims are grounded on nine profession-wide competencies that include assessment; intervention; ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; supervision; consultation and interprofessional/interdisciplinary skills; and research. In addition, the program is guided by the seven core competency areas developed by the National Council of Schools and Programs of Professional Psychology (NCSP): relationship, assessment, intervention, research and evaluation, consultation and education, management and supervision, and individual and cultural diversity. These areas are based on a strong education in the foundations, knowledge base, and science of psychology.

The program follows the guidelines set forth by the American Psychological Association (APA) in regard to respecting and teaching evidence-based practices in psychology. Our students are trained to recognize, critically evaluate, and contribute to the evidence base for socially responsible professional practice.

The program is fully accredited by the American Psychological Association and meets the requirements of the National Register of Health Service Psychologists and state licensure guidelines.

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

## Review of Applications

The application priority deadline is February 15. Successful applicants who submit all required materials by the deadline, and have completed the interview portion of their application, will be notified in writing of their acceptance by April 1.

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

## 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 3.0 or higher on a 4.0 scale for undergraduate or graduate coursework. Applicants who have a record of commitment to and experiences in community service nationally and/or abroad are encouraged to apply. Applicants must have at least 18 semester credit hours in psychology with grades of C or better. Minimum required courses should include general or introductory psychology, abnormal psychology, and research methods or statistics. All prerequisites must be completed by the end of a student's first semester at Adler University. Equivalent coursework in other social and natural sciences may also be considered. The Graduate Record Examination is required for all applicants. Approved applicants will be invited to a personal interview as a final step in the application process.

## Length of Program

The doctoral program is structured to be completed in five years for students attending full time. Full-time students (nine credit hours or more per term) should plan to spend four years in coursework and practicum experience followed by a one-year, full-time or two-year, half-time internship. Students are required to enroll full time in order to complete the program in a timely fashion. Part-time study is permitted for a limited time based on approval of the student's Academic Advisor and Department Chair as long as the student meets the program's residency requirements as specified in the Program Residency Policy. Due to the demands of study and clinical training, students should limit employment while completing the program. Adherence to the Satisfactory Progress policy described in the section on general academic policies is required of all students and essential to timely completion of all program requirements.

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

## Time to Completion

The maximum time permitted for a student to complete all requirements for the Psy.D. degree is seven years from the date of first registration following admission to the program. Students are expected to complete the program within two years of completing the internship, not exceeding seven years. Failure to do so may result in administrative withdrawal from the program.

## Psy.D. Program Residency Policy

The program is designed to be completed in five years. Students who matriculate with a master's degree can transfer up to 24 credit hours of graduate-level coursework toward the 114 credit hours needed to graduate. In order to be considered a full-time student, students are required to register for 9 credit hours per semester or 27 credit hours per academic year. Students who are registered for practicum or internship are considered to be full-time students regardless of the number of credits they are taking. All students are required to be full-time students for at least two years before being admitted for doctoral candidacy.

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

## Doctoral Candidacy

In order to be admitted for doctoral candidacy, students are required to successfully complete all requirements for the first two years of the Psy.D. program. The complete Psy.D. Doctoral candidacy policy can be found in the Psy.D. Program Policies and Procedures Handbook.

## Psy.D. Program Grade Policy

Students are required to achieve at least a grade of B to successfully pass a course. Students who receive a grade below B on any required course must retake the course in order to have it counted toward the Psy.D. degree. Students who received a grade below B on an elective course may retake the course or take another equivalent elective course in order to have it counted toward the Psy.D. degree. The complete Psy.D. grade policy can be found in the Psy.D. Program Policies and Procedures Handbook.

## Qualifying Examinations

For students matriculating before fall 2013, please refer to the catalog of the year the Psy.D. program was entered. In addition to satisfying coursework, practica, and other program requirements, students must also pass three qualifying examinations (one knowledge-based and two clinical-based). Qualifying examinations are important tasks integrated throughout the doctoral curriculum that provide students with the opportunity to integrate course material and practical training, reflect on their educational and training experiences, and apply their learning to clinical and social issues.

The knowledge-based qualifying exam assesses the student's knowledge of the foundations of clinical psychology. It is based on core courses required in the program. Before the beginning of the second year, students sit for the Qualifying Examination I, which covers first-year courses, including Diversity and Individual Differences; Community Psychology; Psychopathology I & II; the three Integrative Assessment courses; Ethics and Professional Development in Clinical Psychology; and Life Span Development. Students who received transfer credit for one or more of these courses are still expected to sit for the exam and are responsible for the content of these courses.

The other two qualifying examinations are clinical-competency based and are designed to model the style of examination used at the postdoctoral level to earn board certification. In both examinations, students are required to synthesize and integrate clinical data from a range of sources to develop a clinical formulation and treatment plan using theories and methods acquired in the classroom and at practica. The first of these examinations, Psy.D. Clinical Qualifying Examination – Assessment Competency, consists of a clinical interview and mental status exam with a current client; a comprehensive psychological report on a common individual case integrating assessment material, social history, diagnosis, and treatment plan; a paper integrating research with a pertinent clinical issue posed by the case; and a discussion of the impact of social issues on a pertinent clinical issue.

Deadlines for submission of this examination and other details pertinent to preparation and submission of required materials are described in the Psy.D. Clinical Qualifying Examination Handbook. Following faculty review and approval of the submitted materials, students complete an oral exam in which their knowledge, skills, and attitudes pertaining to assessment and intervention are assessed. Students must register for and complete the Psy.D. Clinical Qualifying Examination – Assessment Competency during the spring term of their diagnostic practicum year.

The second clinical competency examination is the Psy.D. Clinical Qualifying Examination – Intervention Competency. Its format and intent is similar to the previous examination, with the focus being on a sample of a therapeutic intervention conducted with a client. The student is required to submit a written case formulation and treatment plan along with an audiotaped/videotaped therapy session; a paper integrating research with a pertinent clinical issue posed by the case; a formulation of the case based on two theoretical approaches, of which one is Adlerian theory and methods; and a discussion of the impact of social issues on a pertinent clinical issue. Deadlines for submission of this examination and other details pertinent to preparation and submission of required materials are described in the Psy.D. Clinical Qualifying Examination Handbook. The prerequisite to take this examination is the successful completion of the first knowledge-based qualifying exam, assessment practicum, and Psy.D. Clinical Qualifying Examination – Assessment Competency.

Students must register for and complete the Psy.D. Clinical Qualifying Examination – Intervention Competency during the spring semester of their therapy practicum year. Students must successfully pass this examination in order to receive approval to submit application materials to internship sites from the Director of Training.

The Psy.D. qualifying exams are milestone experiences that allow faculty to evaluate students' readiness for internship and ability to proceed in the program. Receiving a failing grade on these exams indicates the student demonstrated significant problems in several areas measured by these exams. Students who fail any of the Psy.D. qualifying exams the first time will be referred to the Student Development Committee to address areas of deficit and resubmit a new exam. Students who fail a doctoral qualifying exam for the second time will be referred to the Student Comprehensive Evaluation Committee.

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

## Practicum

An integral part of the doctoral program is the acquisition of practical skills gained in field placements. Ongoing involvement in community service and clinical activities at professional training sites, including Adler Community Health Services, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in coursework. Practicum training requirements begin with a nonclinical first-year Social Justice Practicum (SJP) that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being.

Students then complete clinical training that focuses, first, on developing skills and providing experience in psychological assessment, and second, on developing skills related to intervention/treatment. Students conclude their practicum training by taking an advanced practicum in their fourth year, which provides them with a deeper level of training within an area of interest, and integrating previously learned skills and knowledge with more complex populations. Because the focus is on integrating doctoral-level education with licensed doctoral-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere or in a previously completed Adler master's program. Students must successfully complete course prerequisites prior to being approved to begin their first clinical practicum.

First-year students will spend 8 to 10 hours per week over the course of six months at an approved Social Justice Practicum site while concurrently enrolled in required coursework. A minimum of 200 clock hours is required. Students are expected to gain the minimum required hours over a six-month period and no less. At least one of the following courses must be taken concurrently with Social Justice Practicum I & II: Community Psychology (PSY-659), Ethics and Professional Development in Clinical Psychology (PSY-645), and/or Diversity and Individual Differences (PSY-642). Students must successfully complete SJP with a credit grade in order to begin clinical practicum.

The Center for Civic Learning and Community Action works in collaboration with community partners to identify and place students in projects that meet the standards and requirements of the Social Justice Practicum.

Second- and third-year doctoral students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site, and they must concurrently enroll in practicum seminars throughout their field training. A minimum of 1,500 total clock hours of clinical practica (combined for both practica) are required. Most doctoral students complete more than the minimum number of hours prior to beginning their internship. Fourth-year students complete an advanced practicum to obtain in-depth training in their areas of interest to strengthen their learning experience. Advanced practicum students must complete a minimum of 600 total clock hours of practicum over the course of at least nine months at an approved practicum site, and they must concurrently enroll in practicum seminars throughout the training year. Students earn a grand total of at least 2,100 practicum hours.

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

## **Social Exclusion Simulation**

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

Through this role-playing exercise, students gain a deep appreciation of the socially constructed processes by which certain individuals and groups of people are denied access to the rights, opportunities, and resources commonly available to members of society.

## **Master of Arts in Clinical Psychology**

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

## **Internship**

An important portion of the Psy.D. program is devoted to a 2,000-clock-hour internship at an approved site over a 12-month (full-time) or 24-month (half-time) period. The internship is designed to provide intensive advanced clinical training, building on coursework, practicum experiences, and clinical supervision. Because the internship is an essential component of the Psy.D. program, it cannot be waived. Students who do not successfully complete the internship are subject to dismissal from the University.

Students must successfully complete all doctoral program requirements, except for dissertation defense, prior to beginning an internship. The Director of Training works closely with students to assess readiness to apply for, accept, and begin an internship and to identify appropriate internship sites. Students requesting to apply for an internship are reviewed by the department faculty including training faculty to determine eligibility and

readiness. If the faculty raises concerns about a student's readiness to apply for an internship based on academic, clinical, and/or professional comportment, the student will be referred to the Student Development Committee for review. All students are required to participate in the APPIC match process for internship placement. The Internship Handbook, available on Adler Connect, provides specific information regarding internship requirements.

## Psy.D. Dissertation

The Psy.D. dissertation is designed to contribute to a student's knowledge, skills, and values in scholarship and its importance to the practice of professional psychology. Dissertations at Adler University may span a broad range of interests and methodologies and follow the local clinical scientist model. Traditional empirical studies, qualitative research, program development and evaluation, and case studies are all accepted forms of dissertation research. Students may identify an area of interest, conduct preliminary work – such as reading and evaluating the current literature – in the area of interest, and consult with faculty regarding a potential topic area at any time during their residency in the program. Students are encouraged to do so as early as possible.

The Psy.D. Dissertation Preparation Seminar (PSY-896) is a required, noncredit course in the curriculum that provides assistance to students in understanding the dissertation process and developing a suitable topic. Students must successfully complete the Qualifying Examination I (QE-I), and both segments of the Psy.D. Clinical Qualifying Examinations (Assessment and Intervention; CQE), prior to formally beginning work on the dissertation.

In addition, Statistics (PSY-737), Research Methods in Clinical Psychology I (PSY-738), Research Methods in Clinical Psychology II (PSY-739), and Psy.D. Dissertation Preparation Seminar (PSY-896) must be completed before registering for Psy.D. Dissertation Proposal (PSY-897), in which the student is expected to complete and defend a proposal for dissertation research. The successfully defended proposal; courses PSY-737, PSY-738, PSY-739, PSY-896, and PSY-897; and the completed Clinical Qualifying Examinations are all prerequisites to registration for Psy.D. Dissertation I (PSY-901), in which the student actually commences work on the approved dissertation project.

The topic, format, and scope of the dissertation project must satisfy the requirements and standards of scholarship and rigor set forth by the program, with the approval of the student's doctoral dissertation committee. The Chair of the committee must be a core faculty member in the Psy.D. program. It is permissible for outside experts to be involved in the dissertation as committee members and outside readers but not as committee Chair. Requirements for the doctoral dissertation are detailed in the program's Dissertation Handbook.

## Degree Requirements

The following courses, exams, practica, seminars, dissertation, and internship are required for this degree.

### Courses

* PSY-600	Clinical Interviewing and Basic Skills (with Lab)	3 cr.
* PSY-623	Life Span Development	3 cr.
* PSY-642	Diversity and Individual Differences	3 cr.

* PSY-645	Ethics and Professional Development in Clinical Psychology	3 cr.
* PSY-648	Psychopathology I	3 cr.
* PSY-649	Psychopathology II	3 cr.
PSY-659	Community Psychology	3 cr.
* PSY-661	Integrative Assessment: Cognitive, Intellectual, and Academic Functioning (with Lab)	3 cr.
* PSY-662	Integrative Assessment: Personality I (with Lab)	3 cr.
* PSY-663	Integrative Assessment: Personality II (with Lab)	3 cr.
PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-710	Adlerian Therapy I: Introduction to Assessment and Case Conceptualization	3 cr.
PSY-711	Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions	3 cr.
PSY-720	Cognitive and Behavioral Therapy Approaches I	3 cr.
PSY-724	Biological Bases of Behavior	3 cr.
PSY-737	Statistics	3 cr.
PSY-738	Research Methods in Clinical Psychology I	3 cr.
PSY-739	Research Methods in Clinical Psychology II	2 cr.
PSY-832	Cognitive and Affective Bases of Behavior	3 cr.
PSY-833	Social Psychology	3 cr.
PSY-834	History and Systems	3 cr.
PSY-835	Social Determinants of Mental Health	3 cr.
PSY-910	Supervision and Management in Clinical Psychology	3 cr.
PSY-912	Psychopharmacology	2 cr.
PSY-***	Basic Intervention Electives (two)	6 cr.
PSY-***	Advanced Intervention Elective	3 cr.
PSY-***	General Electives (five)	15 cr.
<b>Qualifying Exams</b>		
PSY-704	Psy.D. Qualifying Examination I	0 cr.
PSY-790	Psy.D. Clinical Qualifying Examination – Assessment Competency	0 cr.
PSY-890	Psy.D. Clinical Qualifying Examination – Intervention Competency	0 cr.
<b>Practica</b>		
* SJP-513	Social Justice Practicum I	1 cr.
* SJP-514	Social Justice Practicum II	1 cr.
PSY-760	Doctoral Practicum I	1 cr.
PSY-761	Doctoral Practicum II	1 cr.
PSY-762	Doctoral Practicum III	1 cr.
PSY-860	Doctoral Practicum IV	1 cr.
PSY-861	Doctoral Practicum V	1 cr.
PSY-862	Doctoral Practicum VI	1 cr.
PSY-960	Advanced Practicum I	1 cr.
PSY-961	Advanced Practicum II	1 cr.



**Seminars**

* PSY-667	Professional Development and Socially Responsible Practice Seminar I	1 cr.
* PSY-668	Professional Development and Socially Responsible Practice Seminar II	1 cr.
* PSY-669	Diversity Seminar	0 cr.
PSY-750	Doctoral Practicum Seminar I	1 cr.
PSY-751	Doctoral Practicum Seminar II	1 cr.
PSY-752	Doctoral Practicum Seminar III	1 cr.
PSY-850	Doctoral Practicum Seminar IV	1 cr.
PSY-851	Doctoral Practicum Seminar V	1 cr.
PSY-852	Doctoral Practicum Seminar VI	1 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.

**Dissertation**

PSY-896	Doctoral Dissertation Preparation Seminar	0 cr.
PSY-897	Doctoral Dissertation Proposal	0 cr.
PSY-901	Doctoral Dissertation I	0 cr.
PSY-902	Doctoral Dissertation II	0 cr.
PSY-903	Doctoral Dissertation III	0 cr.
PSY-998	Doctoral Dissertation Oral Defense	0 cr.

**Internship**

PSY-920	Doctoral Internship Full-Time I	0 cr.
PSY-921	Doctoral Internship Full-Time II	0 cr.
PSY-922	Doctoral Internship Full-Time III	0 cr.
<i>or</i>		
PSY-923	Doctoral Internship Half-Time I	0 cr.
PSY-924	Doctoral Internship Half-Time II	0 cr.
PSY-925	Doctoral Internship Half-Time III	0 cr.
PSY-926	Doctoral Internship Half-Time IV	0 cr.
PSY-927	Doctoral Internship Half-Time V	0 cr.
PSY-928	Doctoral Internship Half-Time VI	0 cr.

**Total Credit Hours Required: 114**

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

**Electives****Menu of Required Intervention Electives\*\*****All Psy.D. students Choose 2:**

PSY-721	Psychoanalytic Approaches I
PSY-722	Humanistic and Existential Therapy Approaches I
PSY-723	Couple and Family Therapy Approaches I
PSY-788	Military Couple, Family, and Group Psychotherapy (Military Emphasis students only; meets the requirement of PSY-723)

**Menu of Required Advanced Intervention Electives\*\*****All Psy.D. students Choose 1:**

PSY-801	Psychoanalytic Approaches II
PSY-802	Cognitive and Behavioral Therapy Approaches II
PSY-803	Humanistic and Existential Therapy Approaches II
PSY-804	Couple and Family Therapy Approaches II
PSY-824	Advanced Adlerian Interventions and Assessment

**GENERAL ELECTIVES**

**Psy.D. students choose 5 from the courses listed below (basic and/or advanced)**

**Emphasis courses meet this requirement.**

**BASIC ELECTIVES****Psy.D. students in their 2nd year or beyond**

PSY-712	Bio-Psycho-Social-Spiritual Aspects of Addiction <b>(Substance Abuse Treatment Emphasis course open to 2nd Year or beyond Psy.D. students)*</b>
PSY-753	Child & Adolescent Psychopathology <b>(C&amp;A emphasis course open to 2nd Year or beyond Psy.D. students)*</b>
PSY-756:	Group Psychotherapy <b>(this course fulfills the open C&amp;A elective requirement)</b>
PSY-763	Gay, Lesbian, Bisexual and Transgender Issues Across the Lifespan
PSY-783	Advanced Child & Adolescent Assessment <b>(C&amp;A emphasis course open to all students; open to 2nd, 3rd, 4th, and 5th year Psy.D. students)*</b>
PSY-784	Introduction to Military Psychology <b>(Military emphasis course open to 2nd Year or beyond Psy.D. students)*</b>
PSY-785	Psychology of Combat & Conflict <b>(Military emphasis students only)</b>
PSY-870	International Immersion and Cross-Cultural Studies

**ADVANCED ELECTIVES****3rd, 4th, and 5th Year Students**

PSY-706	Trauma-Focused Approaches to Intervention <b>(Traumatic Stress emphasis priority; open to all 3rd, 4th, and 5th year Psy.D. students; this course fulfills the open C&amp;A elective requirement)*</b>
PSY-713	Advanced Treatment of Addictive Disorders <b>(Substance Abuse Treatment emphasis course open to all 3rd, 4th, and 5th year Psy.D. students)*</b>
PSY-717	Primary Care Psychology (2 cr.) <b>(Primary Care emphasis priority; open to all 3rd, 4th, and 5th year Psy.D. students)*</b>
PSY-718	Medical Terminology and Conditions for Primary Care (1 cr.) <b>(Primary Care emphasis priority; open to all 3rd, 4th, and 5th year Psy.D. students)*</b>
PSY-719	Mindfulness Meditation <b>(Primary Care emphasis priority; open to all 3rd, 4th, and 5th year Psy.D. students)*</b>

- PSY-733 Theories and Techniques of Clinical Hypnosis (**Primary Care emphasis priority; open to all 3rd, 4th, and 5th year Psy.D. students**)\*
- PSY-735 Assessment and Intervention in Behavioral Medicine (**Primary Care emphasis priority; open to all 3rd, 4th, and 5th year Psy.D. students**)\*
- PSY-736 Assessment and Intervention in Behavioral Medicine II (**Primary Care emphasis priority; open to all 3rd, 4th, and 5th year Psy.D. students**)\*
- PSY-754 Special Topics in the Treatment of Children, Adolescents and Families (**This course fulfills the open C&A elective requirement; open to all 3rd, 4th, and 5th year Psy.D. students**)\*
- PSY-757 Child & Adolescent Psychotherapy (**C&A emphasis course; open to all 3rd, 4th, and 5th year Psy.D. students**)\*
- PSY-758 Biofeedback (**Primary Care emphasis priority; open to 3rd, 4th, and 5th year Psy.D. all students**)\*
- PSY-764, 765, & 766 Neuropsychological Assessment I, II, & III (respectively) (**Neuropsychological Emphasis students only - this emphasis is no longer available**)
- PSY-783 Advanced Child & Adolescent Assessment (**C&A emphasis course open to all students; open to 2nd, 3rd, 4th, and 5th year Psy.D. students**)\*
- PSY-786 Trauma-Informed Treatment for Military Populations (**Military emphasis students only**)
- PSY-787 Testing, Assessment & Treatment in DoD & VA Healthcare Systems (**Military emphasis only**)
- PSY-805 Advanced Child & Adolescent Psychotherapy (**C&A emphasis course open to all 3rd, 4th, and 5th year Psy.D. students**)\*
- PSY-806 Advanced Trauma-Focused Approaches to Interventions (**Traumatic Stress emphasis priority; open to all 3rd, 4th, and 5th year Psy.D. students**)\*
- PSY-811 Advanced Issues in Co-Occurring Disorders (**Traumatic Stress emphasis priority and Substance Abuse Treatment emphasis priority**)
- PSY-821 Neo-Adlerian Theory: Integration of Adlerian theory with Evidence Based Practice (**Advanced Adlerian emphasis; open to all 3rd, 4th, and 5th year Psy.D. students**)\*
- PSY-822 Death, Dying, Bereavement and Loss-Focused Approaches to Intervention (**Traumatic Stress emphasis and Primary Care emphasis priority; open to all 3rd, 4th, and 5th year Psy.D. students**)\*
- PSY-823 Adlerian Parent Consultation and Family Therapy (**Advanced Adlerian emphasis course open to all 3rd, 4th, and 5th year Psy.D. students; this course fulfills the open C&A elective requirement**)\*
- PSY-839 Advanced Statistical Techniques
- PSY-864 Pediatric Neuropsychological Assessment (**Neuropsychological Emphasis students only,- this emphasis is no longer available**)
- PSY-865 Neuropsychological Intervention Techniques (**Neuropsychological Emphasis students only - this emphasis is no longer available**)

PSY-877	Advanced Issues in Religion & Spirituality – Theory & Therapy
PSY-930	Trauma, Grief and Loss with Children, Family and Adolescents <b>(This course fulfills the open C&amp;A elective requirement; open to all 3rd, 4th, and 5th year Psy.D. students)*</b>
PSY-931	Developmental Disorders of Childhood and Adolescence <b>(This course fulfills the open C&amp;A elective requirement; open to all 3rd, 4th, and 5th Psy.D. year students)*</b>
PSY-932	Assessment and Intervention with Adolescents and Young Adults <b>(This course fulfills the open C&amp;A elective requirement; open to all 3rd, 4th, and 5th year Psy.D. students)*</b>

Note: Students enrolled in an emphasis will have priority to register in emphasis courses that are open to *non-emphasis Psy.D. students*.

\*Courses from an emphasis that may be taken by non-emphasis students.

\*\*Basic intervention and advanced intervention courses taken in excess of the required amount will meet the requirement of a general elective.

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses and seminars.
2. Satisfactory completion of a minimum of 2,100 hours of clinical practicum.
3. Satisfactory completion of Social Justice Practicum I & II.
4. A cumulative grade point average of 3.0 or higher and no grades below B.
5. Fulfillment of the residency requirement.
6. Successful completion of all qualifying examinations.
7. Successful completion of a Psy.D. dissertation and oral defense.
8. Satisfactory completion of an approved internship.
9. Submission of final dissertation to the Psy.D. Department.
10. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

## Doctor of Psychology in Clinical Psychology Course Descriptions

### PSY-600                      Clinical Interviewing and Basic Skills (with Lab)                      3 Credits

This course teaches entry-level doctoral students basic relationship, intervention, diagnostic, and interviewing skills using role-plays and other experiential activities to prepare for clinical work on practicum. The course covers intake and semistructured interviewing, the mental status exam, treatment planning, and providing client feedback. Students will be introduced to the DSM-5 system of clinical diagnosis, using especially the anxiety and mood disorders as well as obsessive-compulsive spectrum and trauma-related disorders as examples to understand diagnostic criteria and the relationship between diagnosis and treatment planning. Interventions are seen in the context of case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process, and multicultural issues. Students will be exposed to the elements of one theoretical model to show the relationship between theory, data gathering, hypothesizing, and treatment planning. Finally, a brief introduction to self-care and how to use clinical supervision is presented. This course includes a required lab.

**PSY-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.

**PSY-642 Diversity and Individual Differences 3 Credits**

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

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

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

**PSY-648 Psychopathology I 3 Credits**

This course examines historical and conceptual issues in diagnosis and psychopathology, including how wellness is differentiated from pathology. The course examines dimensional versus categorical models, diagnostic validity, the DSM-5 and its predecessors, models of personality development, and the biopsychosocial model of mental illness. Specific mental disorders covered in this class include the anxiety disorders, trauma, the obsessive-compulsive spectrum, mild to moderate depression, somatic symptom disorders, autistic-spectrum disorders, and the Cluster C personality disorders (e.g., avoidant, dependent, and obsessive-compulsive). A major focus of the course is DSM-5 diagnosis. Other topics will include etiology, epidemiology, behavioral genetics, developmental course, therapeutic outcome, psychopharmacology, policy, and advocacy issues. Note: Offered only in the Fall term.

**PSY-649 Psychopathology II 3 Credits**

*Prerequisite: PSY-648.* This course is a continuation of PSY-648 with a focus on both the science of psychopathology and DSM-5 diagnosis. The course examines the clinical manifestations of the persistent and serious mental illnesses, including the schizophrenic-spectrum disorders, dissociative disorders, bipolar disorders, features of severe mood

disorders, eating and feeding disorders, gender dysphoria, and paraphilic disorders. The course also examines the Cluster A personality disorders (e.g., schizotypal, paranoid, and schizoid) and Cluster B personality disorders (e.g., borderline, antisocial, narcissistic, and histrionic). Comorbidity and differential diagnosis are major foci of this course, and other topics will include etiology, epidemiology, behavioral genetics, developmental course, treatment, therapeutic outcome, psychopharmacology, policy, and advocacy issues.

*Note: Offered only in the Spring term.*

**PSY-659**                      **Community Psychology**                      **3 Credits**  
Students learn theory and research on the role of community psychology in treating problems related to a range of pervasive social justice issues that impact the health of individuals and communities. Community psychology takes an ecological approach to human functioning, locating health and dysfunction in the interaction between individuals and larger social systems. This area of psychology is also concerned with preventive interventions and encourages collaboration across disciplines. Intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism/advocacy, fundraising, and policy analysis will be emphasized.

**PSY-661**                      **Integrative Assessment: Cognitive, Intellectual, and Academic Functioning (with Lab)**                      **3 Credits**  
This course introduces students to the theoretical basis, psychometrics, ethics, and clinical application of cognitive and academic assessment. Cultural influences and diversity issues involving assessment procedures are emphasized, and classical and contemporary theories of intelligence are explored to provide students with a useful framework. Students are trained to (a) understand the conceptual and historical background of intellectual/academic assessment; (b) be proficient in administration, scoring, and interpretation of commonly used intelligence and academic achievement measures; (c) integrate data from clinical interviews, behavioral observations, and mental status examinations with formal cognitive/academic test data to appropriately conceptualize cases; (d) understand and apply DSM-5 diagnosis as related to neurodevelopmental disorders; and (d) write integrative reports based on these sources of data. Must be taken with the required lab.

**PSY-662**                      **Integrative Assessment: Personality I (with Lab)**                      **3 Credits**  
*Prerequisite: PSY-661.* This course provides students with an overview of the conceptual, theoretical, empirical, and psychometric issues in clinical assessment through self-report, actuarial, and narrative approaches to the psychological assessment of personality and psychopathology. Students will learn to administer, score, and interpret broadband measures, such as NEO Personality Inventory (NEO-PI-3), Minnesota Multiphasic Personality Inventory (MMPI-2/MMPI-A), the Personality Assessment Inventory (PAI/PAI-A), and narrow-band measures, such as the Beck Depression Inventory-II (BDI-II) and State/Trait Anxiety Inventory. The course also introduces students to the assessment of personality and psychopathology through the use of narrative methods such as the Thematic Apperception Test (TAT) and the Sentence Completion Series (SCS). In this course, students will also learn how to assess basic personality strengths and assets, to integrate data from clinical interviews, and to synthesize data from behavioral observations and mental status examinations. Moreover, the course teaches students to conceptualize personality from the perspective of multiple domains of functioning, to integrate cognitive/intellectual data, to compose summaries and case formulations, to formulate DSM-5 diagnostic impressions, to conceptualize treatment recommendations, to address unique referral questions, and to write integrative assessment reports based on the aforementioned sources of clinical data.

Finally, this course will provide students with a framework for how to effectively organize and cross-validate findings for a comprehensive psychological assessment. This course must be taken with the required lab. This course may not be transferred or waived, as it serves to prepare students for the Clinical Qualifying Examination – Assessment Competency.

**PSY-663                      Integrative Assessment: Personality II (with Lab)                      3 Credits**

*Prerequisite:* PSY-662. This course provides students with an overview of the conceptual, theoretical, empirical, and psychometric issues in clinical assessment through the use of the Rorschach Performance Assessment System (R-PAS). Students will learn to administer, score, and interpret this evidence-based, performance-based personality measure. Specifically, the course will prepare students to derive both nomothetic and idiographic findings about an individual's personality functioning, including signs of psychopathology and wellness, using norm-referenced R-PAS data, content analysis of thematic data in Rorschach responses, and through sequence analysis. In this course, students will also learn how to assess basic personality strengths and assets, to integrate data from clinical interviews, and to synthesize data from behavioral observations and mental status examinations. Moreover, the course teaches students to conceptualize personality from the perspective of multiple domains of functioning, to integrate actuarial data from self-report personality tests as well as from cognitive/intellectual tests. The course continues to emphasize the many foci of PSY-662 including composing summaries and case formulations, formulating DSM-5 diagnostic impressions, conceptualizing treatment recommendations, addressing unique referral questions, and writing integrative assessment reports based on the aforementioned sources of clinical data. This course continues to provide students with a framework for how to effectively organize and cross-validate findings for a comprehensive psychological assessment. This course must be taken with the required lab. This course may not be transferred or waived, as it serves to prepare students for the Clinical Qualifying Examination – Assessment Competency.

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

This seminar provides first-year students with support for and orientation to becoming a socially responsible psychologist. The seminar focuses on personal and professional development to help students prepare to engage in clinical and community work, explore their personal and professional identity, and begin to understand the impact of diversity and social justice issues on their work. Self-awareness will be enhanced through experiential exercises, readings, written reflections, and presentations. The same seminar students continue together throughout the first year, and in this small-group environment, students are expected to engage in personal exploration and prepare to demonstrate and apply professional skills in their academic and professional work. Additional topics in ethics, professional standards of psychology and personal growth, and development of writing and academic skills will be included.

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

This seminar continues throughout the first year and provides students with support and orientation to becoming a socially responsible psychologist. The seminar focuses on personal and professional development to help students prepare to engage in clinical work, explore their personal and professional identity, and begin to understand the impact of

diversity and social justice issues on their work. Self-awareness will be enhanced through experiential exercises, readings, written reflections, and presentations. The same seminar students continue together throughout the first year, and in this small-group environment, students are expected to engage in personal exploration and prepare to demonstrate and apply professional skills in their academic and clinical work. Additional topics in ethics, socially responsible practice, professional standards of psychology and personal growth, and stress-management, wellness, and self-care will be included.

**PSY-669**                      **Diversity Seminar**                      **0 Credits**

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

**PSY-704**                      **Psy.D. Qualifying Examination I**                      **0 Credits**

Before the beginning of the second year, students sit for the first knowledge-based qualifying exam that covers first-year courses including Diversity and Individual Differences; Community Psychology; Psychopathology I & II; the three Integrative Assessment courses; Ethics and Professional Development in Clinical Psychology; and Life Span Development. Students who received transfer credit for one or more of these courses are still expected to sit for the exam and are responsible for the content of these courses.

**PSY-706**                      **Trauma-Focused Approaches to Intervention**                      **3 Credits**

This course covers the history, etiology, symptoms, diagnosis, and treatment of trauma-related dysfunction, particularly post-traumatic stress disorder (PTSD), acute stress disorder (ASD), and common comorbid conditions. Students will learn about the range of events associated with trauma; the prevalence, incidence, and developmental impact of PTSD across the life span; the major risk factors for trauma-related dysfunction; cultural factors that exacerbate or ameliorate dysfunction; specialized assessments for identifying trauma-related symptoms; and the major research-supported approaches to treatment and prevention of PTSD in the aftermath of trauma. Major treatment approaches to be covered include stage-oriented integrated therapy models, cognitive-behavioral therapy (CBT), cognitive processing therapy (CPT), eye-movement desensitization and reprocessing (EMDR), dialectical behavior therapy (DBT), imagery rehearsal therapy (IRT), stress management techniques, group and family therapy approaches, and psychopharmacological interventions. The management of countertransference reactions and the recognition, prevention, and treatment of compassion fatigue and vicarious traumatization in the clinician will be emphasized. Note: Required course for the Traumatic Stress emphasis. Satisfies program requirement as an advanced intervention elective.



**PSY-709                      Diagnosis and Treatment of Addictive Disorders                      3 Credits**

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

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

This course covers the theoretical principles of individual psychology including striving, holism, phenomenology, teleology, and social interest. The course addresses the cognitive, affective, sociocultural dimensions of the individual's development; the selectivity of perception in the formation of one's worldview; motivational factors; creativity; and the indivisibility of the person. This course introduces how Adlerian practitioners build and maintain relationships, while teaching Adlerian projective and objective measures. Family constellation, life tasks, early recollections and dreams, and other aspects of the lifestyle will be taught. Outcome assessments will also be reviewed.

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

This course explores the psychodynamics of psychopathology and development and maintenance of symptoms given the recursive influence between society and the individual. Students will learn to connect the Adlerian conceptualization of psychopathology to the practical application of Adlerian approaches to psychotherapy. Emphasis is placed on the roles of the therapist and the client throughout the four stages of Adlerian therapy. Focus is on interventions that are congruent with the theoretical assumptions, such as social interest, and empirically supported practice toward comprehensive, culture-specific treatment planning.

**PSY-712                      Bio-Psycho-Social-Spiritual Aspects of Addiction                      3 Credits**

*Prerequisites: PSY-645, PSY-709.* Major theories of etiology, social dynamics, and psychology of alcohol and other drug disorders are presented within the context of human development. Clinical research is reviewed, which enhances a further understanding of the basic physiological, psychological, social, and spiritual aspects. Impact on the individual, family, community, and organizations/systems is presented. Considerations for how these disorders apply to special populations such as people of color, LGBTQ persons, ethnic-multicultural populations, the economically disadvantaged, the oppressed, veterans, children and adolescents, women, and HIV-positive clients are discussed.

**PSY-713                      Advanced Treatment of Addictive Disorders                      3 Credits**

*Prerequisites: PSY-645, PSY-709.* This course focuses on the examination and evaluation of evidence-based treatment practices for addictive disorders, including process addictions. The course also examines core functions of the alcohol and other drug therapist. Clinical concepts, terminology, and treatment modalities including group, individual, couple, and family counseling techniques are reviewed. The importance of the clinical continuum of care is discussed with additional emphasis on prevention, intervention, treatment, and

aftercare. Other topics relevant to the ATOD counselor from the treatment perspective, ethical practices, and legal aspects are presented. Note: This class is required for the Substance Abuse Treatment emphasis.

**PSY-717                      Primary Care Psychology                      2 Credits**

This class covers the special and unique role of psychologists as part of an integrated healthcare team in a primary care medical setting. Students will learn about interprofessional collaboration with physicians, nurses, social workers, and other providers. Aspects of the psychologist's role unique to primary care settings, such as rapid assessment, brief interventions, non-office session locations, and coordinated care, will be important foci of the course. Clinical areas covered are traditional mental health concerns, such as anxiety and depression. The primary care psychologist/consultant role will be illustrated by conceptualizing interventions with people with health issues that are commonly confronted in primary care settings (diabetes, cancer, cardiovascular disease, etc.). The course also covers key sociocultural components of health and illness, such as health policy and healthcare systems, delivery of services to diverse populations, legal issues, and ethical issues in primary care.

**PSY-718                      Medical Terminology and Conditions for Primary                      1 Credit  
Care Psychologists**

This course covers medical conditions with which psychologists usually intervene, including diseases of the endocrine system (e.g., diabetes), nervous system (e.g., multiple sclerosis, various chronic pain syndromes), cardiovascular system (e.g., atherosclerosis, thrombosis, congestive heart failure, and cardiovascular accident; certain headaches), pulmonary system (e.g., asthma, COPD), and musculoskeletal system (e.g., arthritis). This course also includes coverage of general medical terminology, such as that connected with disease, as well as hospital "lingo" and abbreviations (DNR, PO, HS, etc.).

**PSY-719                      Mindfulness Meditation                      3 Credits**

This integrated experiential and scientific course will teach students to manage their own stress and to teach mindfulness-based meditation to others to help them to manage their stress. Scientific studies have shown that meditation practice, as taught in this course, improves various medical and psychological outcomes and improves clinician's self-awareness. Thus, this meditation course provides a potentially valuable skill to clinicians, both for helping clients and for understanding themselves. The Mindfulness-Based Stress Reduction (MBSR) course can be useful in clinical, medical, and corporate settings. We will review methods of assessing mindfulness and scientific studies undergirding our understanding.

**PSY-720                      Cognitive and Behavioral Therapy Approaches I                      3 Credits**

This course examines basic concepts and applications of cognitive, behavioral, and cognitive-behavioral theories and therapies within the historical context of the prominent theories. Students will be introduced to theory, basic techniques, and evidence-based applications of various models. The course will cover theoretical conceptualization and the basic application of therapeutic interventions and techniques. The focus will be on classical and operant learning; two-factor theory; and cognitive, cognitive-behavioral, and social-cognitive theories and therapies. Theorists include Watson, Thorndike, Pavlov, Skinner, Kelly, Mowrer, Beck, Meichenbaum, Foa, Young, Lazarus, Ellis, and Bandura. Topics such as classical and operant conditioning, operant procedures, reinforcement

contingencies, extinction, social reinforcement, token economies and their applications, progressive muscle relaxation, in-vivo and covert systematic desensitization, in-vivo and covert exposure, flooding, behavioral assessment, cognitive restructuring, skills training, self-instructional training, and other behavior-therapy techniques will be discussed. Cognitive processes that may negatively impact human function also will be learned, as well as their applications to normal and abnormal behavior in diverse cultural populations. Special consideration will be given to ethnic, cultural, and individual differences.

**PSY-721                      Psychoanalytic Approaches I                      3 Credits**

*Prerequisite: PSY-600.* This course is designed to provide an overview of the history and development of psychoanalysis, including but not limited to classical Freudian (drives, dreams, defenses, and transference) ego psychology, object relations (British and Middle Schools), self-psychology, relational, intersubjective, affect regulation (Allan Schore and colleagues), and mentalization (Peter Fonagy and colleagues) approaches. This course will focus on applying each of these theoretical approaches to case studies in the service of formulating comprehensive case conceptualizations and treatment approaches. Additionally, this course will examine the efficacy and evidence base of brief and long-term psychoanalytic psychotherapies.

**PSY-722                      Humanistic and Existential Therapy Approaches I                      3 Credits**

This course examines basic concepts and approaches in the humanistic, existential, constructivist, and phenomenological schools of psychology (H-E). The course will cover theoretical models, conceptualization, and the historical relevance of H-E approaches relative to other major psychological theories/approaches. The roots of humanistic approaches from existential philosophy (Kierkegaard, Nietzsche, Heidegger, and Sartre) as well as the theories of May, Maslow, Rogers, Yalom, Frankl, Perls, Kelly, Bugental, Gendlin, Wilber, Rowan, and Elkins will be explored. Humanistic concepts such as self-actualization, congruence, and holism; existential concepts such as meaning and meaninglessness and dialectical thinking; phenomenological, postmodern, and constructivist concepts such as social and relational construction of reality and dynamic configurations of the self; as well as narrative, metaphoric, and experiential techniques will be addressed. A critique of behaviorism, psychoanalysis, and cognitive-behavioral theory from an H-E “lived experience” perspective and critiques of H-E approaches, especially pertaining to the hyperindividualism of H-E theory and Western society at large, will be provided. The course will also introduce feminist, constructivist, narrative, and critical psychology approaches as they emerge against logical positivist and rationalism. Particular attention will be paid to diverse worldviews and ethnic, cultural, and individual differences as they impact the construction of multiple selves.

**PSY-723                      Couple and Family Therapy Approaches I                      3 Credits**

*Prerequisite: PSY-600.* This course introduces students to the major and evolving family and couples models. It will focus on theory and conceptualization, understanding the etiology and maintenance of presenting issues, basic techniques, and evidence-based applications for various models. The course will address issues of prevention, gender, sexual orientation, race, ethnicity, and culture as well as the family life cycle, family organization, and the impact of significant events, such as divorce, domestic violence, and infidelity. Topics in the course include the history of family therapy and its integration with clinical psychology; comparison between individual-level and family-level conceptualization;

genogram development and application; assessment of families and couples; foundational family systems concepts including group dynamics; and basic skills according to various approaches. Theoretical models of family dynamics and therapy will include attachment theory, Lewin's field theory, cybernetics, Bowenian, structural, strategic, experiential (Whitaker and Satir), and emotionally focused therapy (EFT).

**PSY-724                      Biological Bases of Behavior                      3 Credits**

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

**PSY-733                      Theories and Techniques of Clinical Hypnosis                      3 Credits**

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

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

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

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

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

**PSY-737                      Statistics    3 Credits**

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

**PSY-738                      Research Methods in Clinical Psychology I    3 Credits**

*Prerequisite: PSY-737.* This course introduces various approaches to research design, methodology, and data analysis. Doctoral students' clinical interests are integrated with information about a variety of research approaches, including theoretical and quantitative designs. Students are expected to conduct an extensive, guided review of professional psychological literature and research from the field and prepare a major research paper in an area of interest. The applicability of skills and approaches taught in this course to the subsequent preparation of the dissertation is emphasized, as is the use of American Psychological Association (APA) standards for the preparation of manuscripts. The import of ethical, socially responsible, and diversity issues in research is also addressed.

**PSY-739                      Research Methods in Clinical Psychology II    2 Credits**

*Prerequisites: PSY-737, PSY-738.* This course introduces students to the practice of qualitative research that is applicable to research and evaluation contexts in psychological practice. This course reviews the assumptions, theories, and processes of qualitative inquiry. Students will learn about the theoretical foundations necessary to understand qualitative inquiry and to enhance their abilities to conduct qualitative research and evaluation.

**PSY-750                      Doctoral Practicum Seminar I    1 Credit****PSY-751                      Doctoral Practicum Seminar II    1 Credit****PSY-752                      Doctoral Practicum Seminar III    1 Credit**

*Prerequisites: Concurrent with PSY-760–762.* Taken concurrently with the assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical and diagnostic interviewing; to formulate DSM diagnostic impressions; to write an accurate assessment report based on data from the interview, mental status exam, and psychological test data; and to appreciate how diversity issues affect the content and processes of clinical interviewing and more broadly of psychological assessment. The course principally affords the student with an opportunity to review and discuss assessment cases from the diagnostic practicum as well as to examine data generated from psychological tests. Finally, the course serves as a peer consultation group in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

**PSY-753                      Child and Adolescent Psychopathology    3 Credits  
(PSY-644)**

The purpose of this course is to provide an understanding of the major psychological disorders of childhood and adolescence. The focus is on the interaction of biogenic, familial, environmental, and sociocultural factors. The importance of individual differences and responsibility in utilizing DSM-5 diagnostic labels is stressed. Note: This course is only offered in the spring term. Required course for the Child and Adolescent Clinical Psychology emphasis. Satisfies program requirement as a general elective.

**PSY-754**                      **Special Topics in the Treatment of Children, Adolescents, Young Adults, and/or Families**                      **3 Credits**

This course will provide students an opportunity to study topics pertinent to the diagnosis and treatment of children, adolescents, young adults, and/or their families. Given the ongoing changes in the field of child psychology, this course offers students the opportunity to learn about focused topics that are related to the field that are not covered in other required courses. This course may cover topics related to multicultural perspectives to treatment, innovative approaches to treatment, or other relevant topics that relate to shifts in the field of child and adolescent psychology. Note: This course meets the open elective requirement for students in the Child and Adolescent Clinical Psychology emphasis.

**PSY-756**                      **Group Psychotherapy**                      **3 Credits**

*Prerequisite: PSY-600.* The history, theory, methods, and applications of group psychotherapy are examined, discussed, and demonstrated. The development of competency in group methods is enhanced through didactic presentation, role-playing, and participation in an ongoing group. The class meets as a group in an unstructured format. Students process their experiences in the here and now. The aim is to help students become more comfortable with themselves and therefore learn to relate more effectively and creatively in the group setting.

**PSY-757**                      **Child and Adolescent Psychotherapy**                      **3 Credits**

*Prerequisite: PSY-720.* The purpose of this course is to provide a conceptual framework for interventions with children and adolescents. The course will focus on specific interventions and research on the major psychotherapeutic approaches for children and adolescents, including cognitive-behavioral, psychodynamic, family systems, Adlerian, person-centered, and parent-infant psychotherapy. The importance of addressing ethical and legal issues unique to the treatment of this population will be emphasized. Differences and diversity in treatment and adapting treatment for clients with disabilities will also be covered. Note: This course is only offered in the fall term. Required course for the Child and Adolescent Clinical Psychology emphasis. Satisfies program requirement as a general elective.

**PSY-758**                      **Biofeedback**                      **3 Credits**

*Prerequisite: PSY-600.* This class presents the theory and application of applied psychophysiology (biofeedback) as it is practiced today within mind-body medicine. A review of the components of the autonomic and central nervous systems underlying commonly used psychophysiological measures (EEG, EMG, HR, etc.) will be presented. The class will examine common applications of biofeedback and the evidence of its efficacy to specific disorders. The class will examine common psychophysiological assessment procedures, personality testing, and interview techniques employed in deciding on the proper treatment methods for each client. The historical, cultural, philosophical, and spiritual contexts of biofeedback practice will also be examined to discuss important diversity-related considerations in treatment planning. Note: Satisfies program requirement as general elective.

<b>PSY-760</b>	<b>Doctoral Practicum I</b>	<b>1 Credit</b>
<b>PSY-761</b>	<b>Doctoral Practicum II</b>	<b>1 Credit</b>
<b>PSY-762</b>	<b>Doctoral Practicum III</b>	<b>1 Credit</b>

*Prerequisites:* SJP-513, SJP-514, PSY-623, PSY-642, PSY-645, PSY-648, PSY-649, PSY-661, PSY-662, PSY-663, PSY-667, PSY-668, PSY-669; permission of the Director of Training; concurrent with Assessment Seminar (PSY-750–752). Students complete a minimum of 750 clock hours of clinical training that focuses on developing skills and providing experience in psychological assessment. May not be transferred or waived.

<b>PSY-763</b>	<b>LGBTQ Issues Across the Life Span</b>	<b>3 Credits</b>
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*Prerequisite:* PSY-642. This course focuses on LGBTQ persons across the life span and examines the evolution of the LGBTQ movement from multiple dimensions. This course includes strategies useful in working with LGBTQ individuals of different ages and ethnicities. Sources, forms, and the history of heterosexism and homophobia are covered as are the stages of healthy and positive LGBTQ identity formation and the potential consequences of “coming out.” Discussions and research surrounding controversial issues affecting the LGBTQ community serve as the focal point.

<b>PSY-783</b>	<b>Advanced Child and Adolescent Assessment</b>	<b>3 Credits</b>
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*Prerequisites:* PSY-623, PSY-661, PSY-662. This course presents a structured approach to the psychological assessment of children and adolescents, including advanced issues in interviewing children and adolescents; conducting mental status examinations with young clients; and evaluating cognitive, social, and emotional functioning in children and adolescents. Standard measures of intelligence and achievement will be included, as will behavior rating scales, self-report, and performance-based measures. Special topics include the assessment of learning disabilities, ADHD, pediatric mood disorders, behavior disorders, and psychosis. Note: This course is only offered in the fall semester. This course includes a one-hour weekly lab. Required course for the Child and Adolescent Clinical Psychology emphasis. Satisfies program requirement as a general elective.

<b>PSY-784</b>	<b>Introduction to Military Psychology</b>	<b>3 Credits</b>
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This course introduces the student to military culture, structures, and systems. The course also introduces the student to the specialty of military psychology, which aims to improve the lives of service personnel and is applicable to a wide range of areas within the military community. Various ways psychological measures are presented that are applied to the military environment includes the selection of recruits for the armed forces, determining which recruits will be best suited for various military occupational specialties, fitness for duty via the Comprehensive Soldiers Resilience Program, as well as performing analysis on humanitarian and peace-keeping missions to determine procedures. Other applications of military psychology include its intersection with social policy, particularly with respect to issues of diversity within the military. Note: Satisfies program requirement as a general elective.

<b>PSY-785</b>	<b>Psychology of Combat and Conflict</b>	<b>3 Credits</b>
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*Prerequisite:* PSY-784 or permission of the Military Emphasis Coordinator. Examination of the psychological impact of direct or secondary experiencing of conflict, including the physical and psychological sequelae of combat and the impact of combat-related manifestations on family members and others. Diagnosis and treatment of acute and cumulative combat-related stress including normal and maladaptive reactions to conflict-related responses are addressed, as well as suicidal and homicidal behavior pre-, during, and post-deployment. Note: Satisfies program requirement as a general elective.

**PSY-786**                      **Trauma-Informed Theory, Assessment, and Treatment in Military Clinical Psychology**                      **3 Credits**

*Prerequisite:* PSY-785 or permission of the Military Emphasis Coordinator. This course is dedicated to the various aspects of the trauma spectrum. Subject areas include psychological trauma due to combat or combat-related exposure, moral injury, military sexual assault, military sexual harassment, traumatization due to minority discrimination and oppression based race, sexuality, gender, ability, and/or religious affiliation. Students will also understand, discuss, and apply empirically supported trauma-informed interventions addressing loss, grief, bereavement, injury, and/or death. Best practices in trauma recovery used in both governmental and nongovernmental settings will be explored including aspects of crisis competence, resilience, and post-traumatic growth.

*Note:* Satisfies program requirement as a general elective.

**PSY-787**                      **Testing, Assessment, and Treatment in DoD and VA Healthcare Systems**                      **3 Credits**

*Prerequisite:* PSY-786 or permission of the Military Emphasis Coordinator. Psychological and neurological assessment of active duty, veteran, and retired military service members and their families is the focus of this course. Assessment methodology includes integrative, objective, and performance-based personality assessments and self-report measures. Students will learn about the theoretical basis, current military population-specific issues, ethics and clinical use of a variety of assessment strategies focused on the unique service-related demands and probable comorbidities. Students will be trained in military-specific best practices in the proficient administration, scoring, military service-informed interpretation of commonly used tests in the Department of Defense (DoD) and Veterans Affairs (VA) healthcare systems. Concurrently, students will be presented with a brief exploration of the structures, function, and policies of these federally administered medical and behavioral health delivery systems. In addition, students will learn about direct service delivery to active duty service members on base, off base, and in theaters of war, as well as in the VA healthcare system's direct service delivery to military veterans, retirees, and their families in the United States. Moreover, this course will focus on the delivery of empirically supported behavioral health treatments in the DoD's and VA's healthcare systems. These best practices in treating military personnel, veterans, retirees, and their families may address any of the following: depression, anxiety, addictions, suicidal ideation, combat-related stress, post-traumatic stress symptoms, acute stress disorder (ASD), and post-traumatic stress disorder (PTSD) and accompanying comorbidities, among others. Note: Satisfies program requirement as a general elective.

**PSY-788**                      **Military Couple, Family, and Group Psychotherapy**                      **3 Credits**

*Prerequisite:* PSY-786 or permission of the Military Emphasis Coordinator. This course focuses on the treatment of military clients (including reserve and active duty, veterans, and retirees) and their families. The treatment modalities will be explored in the context of individual, couples, family, and group psychotherapy techniques using both lectures and role-plays methodologies. Treatment interventions will be explored including psychodynamic, cognitive-behavioral, and other traditional as well as nontraditional intervention models to address psychological distress related to military service, pre-deployment, deployment, combat deployment in the theater of war, return to duty, and reintegration into society. Students will also learn about ethical practices in the delivery of psychotherapy in military settings, in the Veterans Affairs healthcare system, and as private practitioners working with actively serving and veteran populations and their families. Note: Satisfies program requirement as a required basic intervention elective.



**PSY-790                      Psy.D. Clinical Qualifying Examination – Assessment Competency                      0 Credits**

*Prerequisites:* Successful completion of PSY-750/PSY-760, enrollment in PSY-751/PSY-761, and approval of the Examination Coordinator. This is a clinical competency examination focusing particularly on knowledge and skills in assessment required for entry-level practice as well as the ability to integrate science and practice and provide service in a socially responsible manner. Students are required to submit testing protocols from a battery of psychological instruments given to a client; a detailed psychological testing report; executive summaries; a paper integrating psychological research with an issue presented by the case; and a paper discussing an issue pertinent to socially responsible practice posed by the case. Following review by a faculty member, a student meets with the faculty member for an oral portion of the examination.

**PSY-801                      Psychoanalytic Approaches II                      3 Credits**

This course is designed to apply evidence-based theories of psychoanalysis, including but not limited to classical Freudian (drives, dreams, defenses, and transference) ego psychology, object relations (British and Middle Schools), self-psychology, relational, intersubjective, affect regulation (Allan Schore and colleagues), and mentalization (Peter Fonagy and colleagues) approaches to clinical practice. The focus of the course will be on learning and practicing specific interventions of brief and long-term psychoanalytic psychotherapy. Additionally, this course will build on the skills acquired in Psychoanalytic Approaches I (PSY-721) toward an advanced utilization of psychoanalytic theoretical approaches in the creation of integrated case conceptualizations, treatment planning, and effective interventions. *Note: Satisfies program requirement as an advanced intervention elective.*

**PSY-802                      Cognitive and Behavioral Therapy Approaches II                      3 Credits**

*Prerequisite:* PSY-720. This is an advanced course that covers in-depth applications of cognitive, cognitive-behavioral, and third wave therapies including mindfulness-based cognitive therapy (MBCT; Zindel Segal, Mark Williams, and John Teasdale), acceptance and commitment therapy (ACT; Steven Hays), dialectical behavior therapy (DBT; Marsha M. Linehan), and cognitive processing therapy (CPT; Patricia Resick). This course will build on the knowledge and skills acquired in Cognitive and Behavioral Therapy Approaches I (PSY-720). Students will practice advanced evidence-based techniques and interventions and how to apply such interventions to challenging cases, including rapport building, resistance, termination issues, and treatment planning. The course will also cover specific age groups and the use of these therapies with specific diagnoses such as phobias, panic disorder, and depression, among others. Vignettes, role-plays, and experiential activities will be used to practice skills addressing the challenges presented by diverse and complex cases. The course will address issues of gender, sexual orientation, race, ethnicity, and culture. *Note: Satisfies program requirement as an advanced intervention elective.*

**PSY-803                      Humanistic and Existential Therapy Approaches II                      3 Credits**

*Prerequisite:* PSY-722. This course builds on the knowledge and skills developed in the introductory course in humanistic and existential approaches by developing a more in-depth appreciation of particular theories and perspectives in this area of practice. The integration of humanistic/existential/transpersonal theories with each other and with other theoretical perspectives will be the focus of the class. In addition, the application of this perspective to a broad range of clinical and social issues will be emphasized. Students will be encouraged to develop their own personal integration of this perspective into their personal and professional lives. *Note: Satisfies program requirement as an advanced intervention elective.*

**PSY-804 Couple and Family Therapy Approaches II 3 Credits**

*Prerequisite:* PSY-723. This is an advanced course that covers classical family and couples models through postmodern approaches. This course will build on the knowledge and skills acquired in Couple and Family Therapy Approaches I (PSY-723). Students will be introduced to the theory, basic techniques, and evidence-based applications of the following family therapy models: psychoanalytic (self-psychology, object relations, and interpersonal), cognitive-behavioral (Patterson, Jacobson, Masters and Johnson), postmodern approaches (narrative, feminist, solution-focused, and constructivist), and integrative approaches. Students will also learn advanced applications of techniques from classical models covered in PSY-723, such as Bowenian, structural, strategic, and experiential family and couples approaches. Vignettes, role-plays, and experiential activities will be used to practice skills addressing the challenges presented by diverse and complex family issues. The course will address issues of prevention, gender, sexual orientation, race, ethnicity, and culture as well as the family life cycle, family organization, and the impact of significant events, such as divorce, domestic violence, and infidelity. Note: Satisfies program requirement as an advanced intervention elective.

**PSY-805 Advanced Child and Adolescent Psychotherapy 3 Credits**

*Prerequisites:* PSY-623. This course covers advanced intervention strategies and emerging developments in the treatment of children and adolescents. Approaches to selected clinical problems and special populations are included as well as work with diverse child and adolescent populations and evidence-based practices. The course focuses on advanced therapeutic methods such as play therapy and nonverbal strategies for complex pediatric referrals, group work with children and adolescents, treatment of eating disorders and self-injury, and integrative approaches. Emphasis is on integration of science and practice and the development of applied skills and preparation for effective clinical and advocacy work with child and adolescent populations. Note: This course is only offered in the spring term. Required course for the Child and Adolescent Clinical Psychology emphasis. Satisfies program requirement as a general elective.

**PSY-806 Advanced Trauma-Focused Approaches to Intervention 3 Credits**

*Prerequisite:* PSY-706. This course covers advanced issues concerning the diagnosis and treatment of trauma-related dysfunction, particularly post-traumatic stress disorder (PTSD) and common comorbid conditions. Building upon the theoretical knowledge gained in PSY-706, the emphasis of the course will be on development and application of skills in conducting research-supported therapy and assessment for Type I ("single-event") and Type II ("complex") trauma, dissociative disorders, and trauma-associated somatic symptoms. Major treatment approaches to be covered will include phase-oriented integrated treatment and relational models; Skills Training in Affective and Interpersonal Regulation (STAIR); cognitive-behavioral therapy (CBT), stress inoculation therapy (SIT), and cognitive processing therapy (CPT); eye-movement desensitization and reprocessing (EMDR), dialectical behavior therapy (DBT), imagery rehearsal therapy (IRT), narrative exposure therapy (NET), and clinical hypnosis. The course will also address specific treatment considerations for returning military personnel as well as ethical issues relevant to clinical work with trauma survivors. The management of countertransference reactions and the recognition, prevention, and treatment of compassion fatigue and vicarious traumatization in the clinician will be emphasized throughout the course. Note: Required course for the Traumatic Stress Psychology emphasis. Satisfies program requirement as an advanced intervention elective.

**PSY-811                      Advanced Issues in Co-occurring Disorders                      3 Credits**

*Prerequisite: PSY-709 or PSY-706.* This advanced course builds on foundational knowledge from Diagnosis and Treatment of Addictive Disorders (PSY-709) and Trauma-Focused Approaches to Interventions (PSY-706). The course will explore selected theories and methods for engaging and retaining clients in substance abuse and trauma treatment. In addition, the course will review and discuss advanced issues resulting from comorbid substance abuse and mental health problems and identify system interventions and support strategies for this population. The course will specifically focus on the intersection of traumatic experiences, substance misuse, and mental illness.

**PSY-821                      Neo-Adlerian Theory: Integration of Adlerian Theory                      3 Credits  
with Evidence-Based Practice**

*Prerequisites: PSY-710, PSY-711.* This course will teach how many of the current theories and evidence-based practices complement and support Adlerian theory and practice. Students will learn how master therapists in most approaches focus on the relationship, social connection, schemas, and behaviors just as Adler did. This course will teach students how to integrate Adlerian theory with interventions and strategies from cognitive-behavioral therapy, rational emotive behavioral therapy, acceptance commitment therapy, Young's schema therapy, person-centered therapy, motivational interviewing, emotion-focused therapy, and positive psychology. Students will learn advanced conceptualization of human behavior that can lead to seamless implementation of interventions that master therapists apply consistently.

**PSY-822                      Death, Dying, Bereavement, and Loss-Focused                      3 Credits  
Approaches to Intervention**

This course covers the psychological theories, cultural responses, individual and family system reactions, and treatment relevant to individuals facing death, dying, life-threatening illness, bereavement, other losses, and long-term caregiving. Students will learn about the range of events associated with these experiences across the life span, the major risk factors for emotional, cognitive, behavioral, social, and spiritual dysfunction, cultural factors that exacerbate or ameliorate dysfunction, and research-supported approaches to treatment. The awareness and effective management of the clinician's emotional and countertransference reactions and the recognition, prevention, and treatment of compassion fatigue and vicarious traumatization will be emphasized.

**PSY-823                      Adlerian Parent Consultation and Family Therapy                      3 Credits**

*Prerequisites: PSY-710, PSY-711.* This course will teach students child guidance and parenting knowledge and skills based on Adlerian principles to be practiced in parent consultation and family therapy. Students will understand how Adlerians integrate sociocultural considerations contexts while assessing and intervening with families and the multiple systems intersecting with the clients. Through lecture, class discussion, observation, and participative demonstrations, students are taught how to facilitate a parenting group and family therapy. Students will receive supervision from Adlerian faculty as they lead or co-lead a parenting group in the community. This course demarcates Adler's and Dreikurs's place in history with parenting and child guidance. Adlerian-based parenting programs are recognized as evidence-based programs.

**PSY-824                      Advanced Adlerian Interventions and Assessment                      3 Credits**

*Prerequisites:* PSY-710, PSY-711. This class teaches Adlerian theory and interventions within play therapy, group therapy, family therapy, and assessment of lifestyle and social interest. Theory and interventions related to children, adolescents, young adults, and the elderly will be reviewed as well as an in-depth investigation and understanding of complex emotions and ideas such as guilt, shame, grief, and Gemeinschaftsgefühl from an Adlerian point of view. Students will explore interventions with these populations (i.e., children, adolescents, young adults, and the elderly) and macro-interventions possible as socially responsible clinicians. Note: Satisfies program requirement as an advanced intervention elective.

**PSY-832                      Cognitive and Affective Bases of Behavior                      3 Credits**

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

**PSY-833                      Social Psychology                      3 Credits**

This course provides an overview of the social-psychological cognition, perception, and behavior of individuals and groups. The theories and empirical research into areas such as the social construction of self, interpersonal and intrapersonal attitude development and cognition, group dynamics, social learning, conformity, prejudice, altruism, aggression, obedience/compliance, and stereotypes are covered. The clinical relevance and application of the available research will be stressed throughout.

**PSY-834                      History and Systems                      3 Credits**

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

**PSY-835                      Social Determinants of Mental Health                      3 Credits**

This is an advanced course for understanding human behavior in social context. It will provide an understanding of the ways in which contemporary social forces, including globalization, impact health and well-being. The course will highlight how social and cultural values, legislation, public policy, and institutional practices shape the environments that impact health outcomes. It will highlight the complementary roles of structural and clinical interventions in the promotion of health and well-being and in narrowing inequities. It will also provide practitioners with concrete ideas about how to act on the social determinants in ways that promote the health of the most vulnerable and marginalized populations.

**PSY-839                      Advanced Statistical Techniques                      3 Credits**

This course focuses on analysis of multiple independent/predictor variables using multiple regression and analysis of covariance (ANCOVA) approaches. In preparation for applied work with these more advanced approaches, students will learn and practice diagnosing and addressing multicollinearity, curvilinear relationships, interactions, influential residuals, and violations of assumptions. Students will also be introduced to regression analyses with categorical predictors and multivariate analyses (with multiple dependent/outcome variables). Students will work with SPSS software to plot data and conduct analyses.

**PSY-850                      Doctoral Practicum Seminar IV                      1 Credit****PSY-851                      Doctoral Practicum Seminar V                      1 Credit****PSY-852                      Doctoral Practicum Seminar VI                      1 Credit**

*Prerequisites:* PSY-750–752, PSY-760–762; concurrent with PSY-860–862. Taken concurrently with the therapy practicum, this seminar provides students with an opportunity to review clinical cases integrating theory, practice, and research and discuss professional development and the supervision experience. Specific cases students are working on in their therapy practicum are discussed to illustrate general principles of therapy and intervention. The focus is on the development of knowledge, skills and attitudes, and values needed to provide competent and ethical clinical services. A variety of topics and clinical experiences are offered through class discussion, case presentation, role-playing, and structured exercises.

**PSY-860                      Doctoral Practicum IV                      1 Credit****PSY-861                      Doctoral Practicum V                      1 Credit****PSY-862                      Doctoral Practicum VI                      1 Credit**

*Prerequisites:* PSY-750–752, PSY-760–762; concurrent with PSY-850–852. Students complete a minimum of 750 clock hours of clinical training focused on developing skills related to intervention/treatment. May not be transferred or waived.

**PSY-870                      International Immersion and Cross-Cultural Studies                      3 Credits**

*Prerequisite:* PSY-642. This course will provide doctoral students with a cultural-immersion experience outside of the United States. Students will be engaged in a nonclinical service-learning program for a limited period of time. The course will teach students to examine and critically think about the impact of systemic and structural barriers on health and well-being issues abroad. This will enhance students' professional values and their preparation for multicultural clinical practice. This course has additional costs including travel, room and board, and spending money.

**PSY-871                      International Consultation on Women's Issues                      3 Credits**

*Prerequisites:* PSY-642, PSY-659. This course will examine the social, medical, economic, and psychological oppression of women from a global perspective. Students will work in small groups on selected topics to identify strategies empowering interventions for women. They will collaborate with multidisciplinary teams to develop preventive and intervention programs that will result in models for demonstration projects. The course will focus on integrating applied research and multicultural intervention strategies that integrate multidisciplinary perspectives and systemic conceptualizations of women's health.

**PSY-873 Special Topics in Diversity 3 Credits**

*Prerequisites:* PSY-642, PSY-738. This course will provide students with an opportunity to study and/or participate in an applied research project on a specific topic in diversity. Multicultural perspectives will be considered, and innovative approaches to addressing mental health issues and social problems will be covered in the readings, discussions, and consultation with faculty and additional experts in the areas of interest.

**PSY-874 Race, Ethnicity, and Social Class 3 Credits**

*Prerequisite:* PSY-642. This course is designed to give students an understanding of various minority groups including African Americans, Asians, Latinos, and Native Americans. Students are exposed to the limitations and potential dangers of Western definitions of cultural groups. Specifically, emphasis is placed on facilitating awareness of biased attitudes, influences of worldview, and the consideration of the unique experiences of specific groups that have been marginalized and have experienced discrimination. Application of culturally appropriate treatment approaches will also be addressed.

**PSY-877 Advanced Issues in Religion and Spirituality – Theory and Therapy 3 Credits**

*Prerequisite:* PSY-642. This course is designed to increase the sensitivity and competence of clinicians to the spiritual concerns of clients. This sensitivity includes familiarity with the research on spirituality and health; basic knowledge of diverse religious/spiritual paths; awareness of the potential benefits, harm, resources, and issues of spirituality for clients as well as an understanding of the clinician's spiritual perspective. This course also strives to build competence through the development of skills to integrate spirituality with clients including spiritual assessment, case conceptualization, theory of change, treatment planning, and intervention.

**PSY-878 Clinical Issues and Interventions with Sexual Orientation and Gender Identity Minorities 3 Credits**

*Prerequisites:* PSY-642, PSY-763. This advanced diversity course builds on the foundational knowledge from Diversity and Individual Differences (PSY-642) and LGBTQ Issues Across the Life Span (PSY-763). This course will explore mental health and substance abuse problems prevalent with sexual orientation minorities and gender nonconforming people, paying close attention to those most underserved and underrepresented. The course will focus on skill building, case conceptualization, and clinical intervention techniques for working with this population as well as addressing the impact of oppressive systems on health and dysfunction. Providing supervision around sexual orientation and gender variance in training will also be addressed.

**PSY-881 Evolutionary Psychology I: Parenting, Kin, and Attachment 1 Credit**

This course explores the literature aimed at explaining human motives, cognition, perception, relationships, and behavior from the point of view of natural selection and the premises and research of evolutionary psychology. In particular, this section will address research and findings associated with parental investment in their children, kinship preferences in altruism and cooperation, and attachment in human children.

**PSY-882 Evolutionary Psychology II: Sexual Selection and Mating 1 Credit**

This course explores the literature aimed at explaining human motives, cognition, perception, relationships, and behavior from the point of view of natural selection and the premises and research of evolutionary psychology. In particular, this section will address research and findings associated with sexual attraction, mate selection, sexual coerciveness, homosexuality, and mating strategies available to human primates.

**PSY-883 Evolutionary Psychology III: Theory of Mind, Language, and Aggression 1 Credit**

This course explores the literature aimed at explaining human motives, cognition, perception, relationships, and behavior from the point of view of natural selection and the premises and research of evolutionary psychology. In particular, this section will address research and findings associated with the development of the capacity to intuit and make sense of other people's minds and its benefits for cooperation, the development and use of language, and the development and functions of aggression in human primates.

**PSY-890 Clinical Qualifying Examination – Intervention Competency 0 Credits**

*Prerequisites:* Successful completion of PSY-790; concurrent with PSY-850, PSY-860.

This is a clinical competency examination focusing particularly on knowledge and skills in intervention required for entry-level practice as well as the ability to integrate science and practice and provide service in a socially responsible manner. Students are required to submit a video or audiotape of a therapy session with a client; a detailed case conceptualization of the client; a self-critique on their performance in the session being presented; an Adlerian formulation of the case; and a paper integrating psychological research with an issue presented by the case. Following review by a faculty member, the student meets with the faculty member for the oral portion of the examination.

**PSY-896 Doctoral Dissertation Preparation Seminar 0 Credits**

*Prerequisites:* PSY-737, PSY-738. This noncredit course is designed to assist students in the early stages of developing a dissertation topic. The focus is on selection and development of a topic, selection of a committee, and different stages of the dissertation process.

**PSY-897 Doctoral Dissertation Proposal 0 Credits**

*Prerequisites:* PSY-737, PSY-738, PSY-896. One of the most important phases in preparation of the dissertation is writing the proposal in the selected area of research. Registration for this course is the first formal step in completing the dissertation. Students are required to complete and successfully orally defend a proposal to the satisfaction of their dissertation committee. Approval of the dissertation proposal is also a requirement for all students prior to applying for internship. Students who do not complete this requirement during the first term of registration are required to register for PSY-897 each term thereafter until completed. Failure to successfully complete the dissertation proposal after three terms may result in referral to the Student Comprehensive Evaluation Committee.

**PSY-898 Doctoral Dissertation Proposal Continued 0 Credits**

Students who do not complete their dissertation proposal in the first term for which they have registered must continue to register for PSY-898 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.

<b>PSY-901</b>	<b>Doctoral Dissertation I</b>	<b>0 Credits</b>
<b>PSY-902</b>	<b>Doctoral Dissertation II</b>	<b>0 Credits</b>
<b>PSY-903</b>	<b>Doctoral Dissertation III</b>	<b>0 Credits</b>

*Prerequisites: PSY-896, PSY-897; successful completion of the Doctoral Clinical Qualifying Examination.* The Doctoral Dissertation provides an opportunity for students to engage in scholarship on an issue or problem that is psychological in content and professionally relevant. Students must begin registering for Doctoral Dissertation within three consecutive terms after approval of their dissertation proposal or in any term in which they are actively working on their dissertation with their committee members. Once students register for Doctoral 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 Doctoral Dissertation Continuation (PSY-904) until they are approved for Doctoral Dissertation Oral Defense (PSY-998). Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner. Any student who has received three consecutive grades of NC for either Doctoral Dissertation Proposal or Doctoral Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation proposal or dissertation, a grade of CR will be issued, and all prior grades of NC will be changed to CR.

<b>PSY-904</b>	<b>Doctoral Dissertation Continuation</b>	<b>0 Credits</b>
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Doctoral students who have completed Doctoral Dissertation III (PSY-903), are not enrolled in internship, and have not yet successfully completed the oral defense 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.

<b>PSY-910</b>	<b>Supervision and Management in Clinical Psychology</b>	<b>3 Credits</b>
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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.

<b>PSY-912</b>	<b>Psychopharmacology</b>	<b>2 Credits</b>
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This course is an introduction to the scientific principles and clinical information needed for a basic understanding of the uses and limitations of the major classes of psychopharmacologic agents. The course builds on the material introduced in PSY-724.



<b>PSY-920</b>	<b>Doctoral Internship Full-Time I</b>	<b>0 Credits</b>
<b>PSY-921</b>	<b>Doctoral Internship Full-Time II</b>	<b>0 Credits</b>
<b>PSY-922</b>	<b>Doctoral Internship Full-Time III</b>	<b>0 Credits</b>

*Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY-760–762, PSY-860–862, and permission of the Director of Training.* Following completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 clock hours of training over a 12- to 24-month period. Most internships require a one-year, full-time commitment. A two-year, half-time internship may also be obtained. The internship is designed to provide an intensive clinical experience building on the coursework, practicum experiences, and skills supervision completed during the first four years of the doctoral program. The Department of Training assists students in identifying appropriate sites for internships. Students enroll beginning in the fall semester. (Students must enroll three consecutive times.)

<b>PSY-923</b>	<b>Doctoral Internship Half-Time I</b>	<b>0 Credits</b>
<b>PSY-924</b>	<b>Doctoral Internship Half-Time II</b>	<b>0 Credits</b>
<b>PSY-925</b>	<b>Doctoral Internship Half-Time III</b>	<b>0 Credits</b>
<b>PSY-926</b>	<b>Doctoral Internship Half-Time IV</b>	<b>0 Credits</b>
<b>PSY-927</b>	<b>Doctoral Internship Half-Time V</b>	<b>0 Credits</b>
<b>PSY-928</b>	<b>Doctoral Internship Half-Time VI</b>	<b>0 Credits</b>

*Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY-760–762, PSY-860–862, and permission of the Director of Training.* Following completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 clock hours of training over a 12- to 24-month period. Most internships require a one-year, full-time commitment. A two-year, half-time internship may also be obtained. The internship is designed to provide an intensive clinical experience building on the coursework, practicum experiences, and skills supervision completed during the first four years of the doctoral program. The Department of Training assists students in identifying appropriate sites for internships. Students enroll beginning in fall semester. (Students must enroll six consecutive times.)

<b>PSY-930</b>	<b>Trauma, Grief, and Loss with Children, Adolescents, and Families</b>	<b>3 Credits</b>
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This course emphasizes theories and treatment approaches related to the experiences of trauma, grief, and loss with children, adolescents, and their families. A strong emphasis of this course will be to understand the ways children, adolescents, and families understand and experience trauma and loss and ways in which culture influences these processes. Loss will be explored broadly and will include an understanding of the impact of death, parent and child illness, divorce, and other losses on the psychological health and well-being of this population. The impact of trauma on the health and functioning of the child, adolescent, and family will also be explored. Developmental perspectives outlining the normal response to such experiences will also be emphasized. Evidence-based practices for the treatment of this population will be emphasized.

<b>PSY-931</b>	<b>Developmental Disorders of Childhood and Adolescence</b>	<b>3 Credits</b>
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This course emphasizes assessment and intervention approaches focused on the treatment of children and adolescents diagnosed with autism spectrum and/or other developmental disorders. Research-supported treatments, such as applied behavior analysis (ABA), will be the central focus of this course. Students will also learn structured interview techniques and assessment procedures used to determine the nature and severity of this class of disorders.

**PSY-932                      Assessment and Intervention with Adolescents and                      3 Credits**  
**Young Adults**

This course emphasizes theories and treatment approaches related to the treatment of older adolescents and young adults. Specifically, the unique developmental task associated with this phase of the life span and associated impact on mental health and well-being will be addressed. Students will learn how to conduct risk assessments as well as how to recognize and intervene with clients who are experiencing their first symptoms of severe mental illness. Evidence-based practices, including long-term and short-term models of treatment, will be emphasized.

**PSY-950                      Advanced Practicum Seminar I                      1 Credit**  
**PSY-951                      Advanced Practicum Seminar II                      1 Credit**

*Prerequisites: PSY-760–762, PSY-860–862; concurrent with Advanced Practicum (PSY-960–961).* Taken concurrently with advanced practicum, this seminar provides students with an opportunity to review clinical cases integrating theory, practice, and research and discuss professional development and the supervision experience. This seminar also provides students with opportunities to prepare for future professional development through discussion of internship and postdoctoral preparation, professional licensure, and job seeking. Specific cases students are working on in their practicum placement are discussed to illustrate general principles of therapy, assessment, intervention, and relevant and appropriate recommendations for the client. The focus is on the continued development of knowledge, skills and attitudes, and values needed to provide competent and ethical clinical services. A variety of topics and clinical experiences are offered through class discussion, case presentation, role-playing, and structured exercises.

**PSY-960                      Advanced Practicum I                      1 Credit**  
**PSY-961                      Advanced Practicum II                      1 Credit**

*Prerequisites: PSY-760–762, PSY-860–862; concurrent with Advanced Practicum Seminar (PSY-950–951).* Students are required to complete a minimum of 600 practicum hours in order to receive credit for this training experience. May not be transferred or waived.

**PSY-962                      Advanced Practicum Continuation                      0 Credits**

This course is for students on advanced practicum who are continuing with their training in order to complete a minimum of 600 practicum hours. Students should only register for this course if additional practicum hours are required to complete their degree program. The Training Department makes the final determination on a student's eligibility to register for this course.

**PSY-998                      Doctoral Dissertation Oral Defense                      0 Credits**

*Prerequisites: PSY-901–903 and permission of the doctoral dissertation committee.*

Students defend their doctoral dissertation and must submit their dissertation for publication to complete the doctoral oral defense. Students must submit the Certification of Preparedness form found in the Dissertation Handbook.

## PSY.D. PROGRAM EMPHASES

### DOCTORAL EMPHASIS IN ADVANCED ADLERIAN PSYCHOTHERAPY

#### Program Overview

Adler University doctoral students working toward the Psy.D. may pursue advanced training in Advanced Adlerian Psychotherapy concurrently with their doctoral work. This emphasis is designed to provide advanced training in the principles, techniques, and methodologies of Alfred Adler. This emphasis was developed to allow qualified individuals an opportunity to obtain deeper knowledge and advanced clinical skills and participate in supervised clinical experiences in Adlerian therapy.

The focus of the advanced emphasis is to build on the basic skills provided to all Psy.D. students. In addition, it will help the student build requisite skills that critically integrate the Adlerian foundation into current approaches and special needs areas. Attention is being given to evidence-based techniques and the best practices of the field.

Following the six standard Adlerian credits required for the doctorate degree (PSY-710, PSY-711), the emphasis's advanced courses will enhance the student/clinician's skills in assessment and interventions as well as training in Adlerian play therapy, group therapy, family therapy, parent guidance, and couple therapy.

The Emphasis in Advanced Adlerian Psychotherapy has a long history here in Chicago. The Alfred Adler Institute of Chicago initially educated practicing clinicians to be Adlerian therapists solely through a series of classes led by Rudolf Dreikurs, M.D., Bernard Shulman, M.D., and Harold Mosak, Ph.D. This approach grew into an established certification in Adlerian psychology as well as a concentration within the Psy.D. program.

#### Minimum Admission Requirements

Enrollment in the clinical psychology Psy.D. program.

#### Coursework Requirements

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

PSY-821	Neo-Adlerian Theory: Integration of Adlerian Theory with Evidence Based Practice	3 cr.
PSY-823	Adlerian Parent Consultation and Family Therapy	3 cr.
PSY-824	Advanced Adlerian Interventions and Assessment	3 cr.

## Training Requirements

Active involvement in the Center for Adlerian Practice and Scholarship's Case Consultation Hours – as measured by participation in case consultation hours or watching previously recorded case consultation hours – with a minimum of 15 hours.

## Dissertation Requirement

Doctoral students seeking this concentration must have an Adlerian focus for their dissertation. However, this focus may include other areas of interest.

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**Total Credit Hours Required: 15**

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of training requirements.
3. A cumulative grade point average of 3.0 or higher and no grades below B.
4. Successful completion of a dissertation and submission to the Psy.D. Program

For further information contact Leigh Johnson-Migalski, PSYD, Advanced Adlerian Psychotherapy Emphasis Coordinator at LMIGALSKI@adler.edu.

## EMPHASIS IN CHILD AND ADOLESCENT CLINICAL PSYCHOLOGY

### Program Overview

The Emphasis in Child and Adolescent Clinical Psychology prepares students to meet the growing demand in the field for well-trained child and adolescent psychologists. Students who have interest in the Emphasis in Child and Adolescent Clinical Psychology should speak with the Emphasis Coordinator as early as possible to express their interest and discuss programmatic changes.

### Admission Criteria and Continued Enrollment

Students are admitted into the emphasis after completion of the first year. Admission criteria include:

- A cover letter describing the student's professional goals and interests and how the emphasis will help him or her achieve these goals.
- Copies of graduate transcripts (can be unofficial transcripts).
- A letter of recommendation from one faculty member in the Adler Psy.D. program.
- Overall Adler GPA of at least 3.25.
- Passing all Psy.D. program milestones up to the point of emphasis admission.
- An interview with the Emphasis Coordinator.
- Admission to the emphasis is not guaranteed. The decision will be weighed in conjunction with other data.

Additionally, students admitted into the emphasis must maintain the following standards, or they will risk dismissal from the emphasis:

- Maintain an overall GPA of at least 3.0.
- Obtain a grade of at least B in all required emphasis courses.
- Pass all milestones in the Psy.D. program (CQE, dissertation, etc.).
- Have no SCEC referrals for comportment issues.
- Have no more than one SCEC referral for any other reason.

### Coursework Requirements

Successful completion of the following courses is required to complete the emphasis:

PSY-723	Couple and Family Therapy Approaches I	3 cr.
PSY-753	Child and Adolescent Psychopathology	3 cr.
PSY-757	Child and Adolescent Psychotherapy	3 cr.
PSY-783	Advanced Child and Adolescent Assessment	3 cr.
PSY-805	Advanced Child and Adolescent Psychotherapy	3 cr.
PSY-***	Child and Adolescent Elective (see menu below)	3 cr.

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**Total Credit Hours Required: 18**

Emphasis in Child and Adolescent Clinical Psychology open elective consists of any of the following (3 credits each). Students must select *one* course from the options below:

PSY-706	Trauma-Focused Approaches to Intervention
PSY-754	Special Topics in the Treatment of Children, Adolescents, Young Adults, and/or Families
PSY-756	Group Psychotherapy
PSY-823	Adlerian Parent Consultation and Family Therapy
PSY-874	Race, Ethnicity, and Social Class
PSY-930	Trauma, Grief, and Loss with Children, Adolescents, and Families
PSY-931	Developmental Disorders of Childhood and Adolescence
PSY-932	Assessment and Intervention with Adolescents and Young Adults

## Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. At least one practicum (diagnostic or psychotherapy) in a setting that provides psychotherapy and/or diagnostic services to children and adolescents. Child and adolescent clients must make up at least half of your overall caseload.
3. Advanced practicum must allow students to have children, adolescents, and/or young adult clients as part of caseload.
4. At least one of the CQE's, assessment or therapy, must address a child or adolescent client.
5. Students will also be required to write their dissertation in the area of child and adolescent psychology. This does not mean that children or adolescents must be part of the sample; however, the topic selected must add to the literature on the assessment and treatment of this population. Young adult dissertation topics will also be considered for those students who wish to work with older adolescents and young adults.
6. A cumulative grade point average of 3.0 or higher and no grades below B.
7. Successful completion of a dissertation and submission to the Psy.D. Department.
8. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

For further information, contact Dr. Cristina Cox, Child and Adolescent Psychology Emphasis Coordinator.

## EMPHASIS IN MILITARY CLINICAL PSYCHOLOGY

In support of Adler University's integrated mission of advancing socially responsible practice, healthy communities, and a more just society, the Emphasis in Military Clinical Psychology is designed for students dedicated to the delivery of best practices in assessment, evaluation, treatment, and clinical care to reservist, active-duty military personnel, veterans, retirees, couples, and their families in a broad array of clinical settings, including private practice, community mental health agencies, hospitals and interdisciplinary federal healthcare entities like the Department of Veterans Affairs (VA) hospitals and active-duty military bases for the Department of Defense (DoD), among others.

At least one military-service-related clinical practicum is preferred but not required given the number of military-related practicums available in the area.

A student who wants to serve on active duty as a military clinical psychologist/military officer may enjoy the competitive F. Edward Hebert Armed Forces Health Professions (HPSP) scholarship that offers tuition remission, at times, fees and books, a monthly stipend of on average \$2,000, and competitive positioning for an active-duty internship and postdoc. Attend the fall semester HPSP multi-military branch orientation.

### Admission Criteria and Continued Enrollment

Students who have an interest in the Emphasis in Military Clinical Psychology must notify the Emphasis Coordinator, Dr. Grady L. Osten-Garner ([ggarner@adler.edu](mailto:ggarner@adler.edu)) immediately and arrange for a brief interview/discussion during the first academic year (fall term preferably, as there are limited openings).

Admission into the Military Clinical Psychology Emphasis requires the following:

- Copies of undergraduate and graduate transcripts.
- A one-page cover letter describing the student's related professional goals and interests and how the emphasis will help them achieve these goals.
- Overall GPA of at least 3.25 (or an approximation, determined by the Emphasis Coordinator).
- Passing of all the Psy.D. program milestones up to the point of emphasis admission.
- One academic performance-based letter of recommendation from a former (pre-Adler) or current Adler professor demonstrating quality of academic/class work, professionalism, and integrity.
- If qualified, the military Emphasis Coordinator will schedule an interview.

Note: Send all documents to Dr. G. Osten-Garner at [ggarner@adler.edu](mailto:ggarner@adler.edu).

## Continued Enrollment in the Military Clinical Psychology Emphasis

Once a student is admitted into the emphasis, the student must maintain the following standards, or they will risk dismissal from the emphasis:

- Maintain an overall GPA of at least 3.0.
- Obtain a grade of at least B in all required military emphasis courses (see below).
- Pass all milestones in the Psy.D. (CQE, knowledge exams, dissertation, etc.).
- Have no more than one SDC referral.
- Have no SCEC referrals for comportment and deportment issues.
- Have no more than one SCEC referral for any other reason.
- Maintain a collaborative, team-focused attitude while engaged in any emphasis activities, practicums, or classes.
- Attend all mandatory emphasis meetings during student's first academic year and then periodically in student's second academic year and beyond, providing mentorship and instrumental support across cohorts.
- Attend at least one emphasis in-house training.

## Coursework Requirements

Students interested in serving this unique population will enroll in five core military clinical psychology courses that address military structure, systems, clinical issues, assessment, treatment, and a variety of direct-service modalities in the treatment of military personnel, veterans, retirees, and their families.

Satisfactory completion of the following courses is required to complete the emphasis:

PSY-784	Introduction to Military Psychology	3 cr.
PSY-785	Psychology of Combat and Conflict	3 cr.
PSY-786	Trauma-Informed Theory, Assessment, and Treatment in Military Clinical Psychology	
PSY-787	Testing, Assessment, and Treatment in DoD and VA Healthcare Systems	3 cr.
PSY-788	Military Couple, Family, and Group Psychotherapy	3 cr.

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**Total Credit Hours Required: 15**

## Completion Requirements

1. Satisfactory completion of all required credit hours.
2. Satisfactory completion of practicum seminars and internship.
3. A cumulative grade point average of 3.0 or higher and no grades below B.
4. Successful completion of a military-related dissertation and submission to the Psy.D. Department.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

For further information, contact Dr. Grady Osten-Garner, Military Clinical Psychology Emphasis Coordinator at [ggarner@adler.edu](mailto:ggarner@adler.edu) or 312.662.4345.



## EMPHASIS IN PRIMARY CARE PSYCHOLOGY AND BEHAVIORAL MEDICINE

### Emphasis Overview

The Emphasis in Primary Care Psychology and Behavioral Medicine trains students in the broader role of psychology in healthcare and the treatment of medical conditions using behavioral and psychological interventions. Primary care psychology involves working in medical settings, reducing the societal level of mental illness via early intervention, and enhancing physicians' effectiveness by consulting with them on psychological factors' impact on disease. Typical work settings are hospitals, group medical practices, community clinics, HMOs, and family practice centers. Behavioral medicine involves intervening with medical patients in order to reduce physical symptoms, such as reduction in pain symptoms using mindfulness, reduction in blood pressure using biofeedback, or regulation of blood sugar in diabetics using behavioral management techniques in collaboration with a dietician. The two fields go hand in hand, as many patients in primary healthcare settings will need behavioral medicine interventions for their illnesses.

Required courses provide students with evidence-based knowledge and skills pertinent to several of the key principles of both primary care psychology and behavioral medicine, including mind-body interaction, pain management, stress-related illnesses and treatments, the role of behavioral factors in physical and psychological well-being, and the application of psychological assessment and intervention techniques to acute and chronic illness. The coursework also addresses an understanding of the impact of broader structural and systemic factors on well-being and the role of the psychologist in healthcare delivery. These are fast-growing and exciting fields, with the potential to alter the healthcare landscape.

### Admission Criteria

Interested students in good academic standing having maintained a minimum 3.0 GPA should apply to the Emphasis Coordinator for entry into the Emphasis in Primary Care Psychology and Behavioral Medicine toward the end of their first year. Students are also expected to attend either a Primary Care Student Organization (PCSO) meeting or event, or attend an emphasis meeting during their first year. Interested students should also meet with the Emphasis Coordinator before application to discuss their interest in the area.

## Course Requirements

The following courses are necessary for completion of the emphasis:

PSY-717	Primary Care Psychology	2 cr.
PSY-718	Medical Terminology and Conditions for Primary Care Psychologists	1 cr.
PSY-735	Assessment and Intervention in Behavioral Medicine I (Prerequisites: PSY-720, PSY-737)	3 cr.
PSY-736	Assessment and Intervention in Behavioral Medicine II (Prerequisite: PSY-735)	3 cr.

Behavioral Medicine Skills (three credits). Select one:

PSY-719	Mindfulness Meditation	3 cr.
PSY-733	Theories and Techniques of Clinical Hypnosis	3 cr.
PSY-758	Biofeedback	3 cr.

Special Topics (three credits). Select one:

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

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**Total Credit Hours Required: 15**

## Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses, for the Psy.D. program and the emphasis as listed above.
2. A cumulative grade point average of 3.0 or higher and no grades below B.
3. Successful completion of a dissertation and submission to the Psy.D. Department.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

For further information, contact Neil Bockian, Ph.D., Primary Care Psychology Emphasis Coordinator, at [nbockian@adler.edu](mailto:nbockian@adler.edu).

## EMPHASIS IN SUBSTANCE ABUSE TREATMENT

### Emphasis Overview

The Emphasis in Substance Abuse Treatment is designed to provide education and training in the prevention, intervention, and treatment of alcohol and other drug abuse (AODA) disorders. Specifically, the coursework provides education in the theories, techniques, and core functions of substance abuse treatment, focusing on evidence-based research and best practice standards.

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

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

### Admission Requirements

Enrollment in the clinical psychology Psy.D. program.

Additionally, once students are admitted into the emphasis, they must maintain the following standards or they will be withdrawn from the emphasis:

1. Maintain an overall GPA of at least 3.25.
2. Obtain a grade of at least B in all required courses.
3. Pass all milestones in the Psy.D. program (CQE, dissertation, etc.).
4. Have no SCEC referrals.
5. Have no more than one SDC referral.
6. Maintain a collaborative, team-focused attitude with no compartment issues that warrant a referral to the SCEC while engaged in any emphasis activities, practica, or classes.

### Course Requirements

The Emphasis in Substance Abuse Treatment requires the following courses:

PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-645	Ethics and Professional Development in Clinical Psychology	3 cr.
PSY-712	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
PSY-713	Advanced Treatment of Addictive Disorders	3 cr.

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**Total Credit Hours Required: 12**

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

## Elective Option

The following elective course is offered by the Emphasis in Substance Abuse Treatment in addition to the required courses above as a way to increase skills and knowledge in this focus area. The elective course below satisfies the general elective requirement for the Psy.D. program:

PSY-811	Advanced Issues in Co-occurring Disorders	3 cr.
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## Completion Requirements

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

For further information, contact Cathy McNeilly, PsyD, CADC, Associate Professor, Substance Abuse Treatment Emphasis Coordinator, at [cmcneilly@adler.edu](mailto:cmcneilly@adler.edu).

## EMPHASIS IN TRAUMATIC STRESS PSYCHOLOGY

### Emphasis Overview

The Emphasis in Traumatic Stress Psychology is designed for students seeking specialized training to provide therapy and assessment services for individuals with symptoms of traumatic stress, including people who have experienced combat, disasters, accidents or life-threatening illness, or interpersonal violence. In the required courses, students will obtain the knowledge and skills to provide these individuals with research-supported clinical services and the support they need to improve their psychological, physical, social, and vocational functioning. An understanding of the broader structural and systemic factors that impact survivors' well-being is also emphasized.

### Coursework Requirements

The following courses are necessary for completion of the emphasis:

PSY-706	Trauma-Focused Approaches to Intervention	3 cr.
PSY-806	Advanced Trauma-Focused Approaches to Intervention	3 cr.

In addition, two electives must be chosen from the following menus:

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

PSY-811	Advanced Issues in Co-occurring Disorders	3 cr.
PSY-815	Mental Health Disaster Response Counseling	3 cr.
PSY-822	Death, Dying, Bereavement, and Loss-Focused Approaches to Intervention	3 cr.
PSY-840	Torture Survivor Well-Being: Theory and Foundation for Community-Based Advocacy	3 cr.

#### Elective Menu – Research-Supported Interventions\*\* (choose *one* of the following):

PSY-802	Cognitive and Behavioral Therapy Approaches II	3 cr.
PSY-803	Humanistic/Existential Therapy Approaches II	

\*Additional acceptable electives may from time to time be added to this Elective Menu; the Traumatic Stress Psychology Emphasis Coordinator will notify the Adler University community about such new included courses through Self-Service and will also inform the Office of the Registrar.

\*\*If a student has taken a three-day formal training in cognitive and behavioral therapy at the Beck Institute, he or she may waive the requirement for a course from the Research-Supported Interventions menu and take two courses from the Special Populations menu instead, for a total of four emphasis courses. Proof of attendance must be submitted to the Traumatic Stress Psychology Emphasis Coordinator and the Office of the Registrar.

Note: It is expected that students will take the Traumatic Stress Psychology Emphasis courses in the third or fourth year.

## Minimum Acceptance Requirements:

Admission to the emphasis after matriculating into the Psy.D. program requires the following:

1. Overall Adler GPA of at least 3.25.
2. Passing all Psy.D. program milestones up to the point of emphasis acceptance.
3. An interview with the Emphasis Coordinator.

The following requirements must also be met:

1. Students earning the Emphasis in Traumatic Stress Psychology must complete one of their doctoral practica at a site that offers significant experience in working with survivors of traumatic events.
2. Students earning the Emphasis in Traumatic Stress Psychology must complete their dissertation on a topic relevant to traumatic stress or death, dying, bereavement, loss, or life-threatening illness.
3. If the Traumatic Stress Psychology Emphasis Coordinator is not a member of the student's dissertation committee, the student must submit the dissertation to the Coordinator for review before the dissertation defense takes place.

Students should communicate with the Traumatic Stress Psychology Emphasis Coordinator to verify that these requirements are being met.

For additional information contact Janna A. Henning, J.D., PsyD, F.T., Professor, Traumatic Stress Psychology Emphasis Coordinator, at [jhenning@adler.edu](mailto:jhenning@adler.edu).

## ACADEMIC CALENDAR 2018-2019 – CHICAGO CAMPUS

(Subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)

Fall 2018: Tuesday, September 4, 2018 – Monday, December 17, 2018		
Event	Date	Comments
Fall 2018 Term Begins	Tuesday, September 4, 2018	
Drop Fee Begins	Tuesday, September 4, 2018	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, September 3, 2018. Mandatory fees are not refundable once the term has begun.
Add/Drop Period – 100% Refund **ALL CLASSES**	Tuesday, September 4, 2018 – Monday, September 10, 2018	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, September 10, 2018. Mandatory fees are not refundable once the term has begun.
Add/Drop Period – 100% Refund **ALL CLASSES** – FINAL DAY	Monday, September 10, 2018	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, September 10, 2018.
Add/Drop Period – 50% Refund **ALL CLASSES**	Tuesday, September 11, 2018 – Monday, September 17, 2018	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, September 17, 2018. After this date, students can only withdraw from a class. Please see the academic calendar for the deadline and criteria for W and WF grades. The late registration fee will be assessed to students who wish to add a class or exam after this date. Mandatory fees are not refundable once the term has begun.
Add/Drop Period – FINAL DAY	Monday, September 17, 2018	Last day to add and drop classes for Fall 2018. Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, September 17, 2018. After this date, students can only withdraw from a class. Please see the academic calendar for the deadline and criteria for W and WF grades. The late registration fee will be assessed to students who wish to add a class or exam after this date.
Indigenous Peoples' Day	Monday, October 8, 2018	Chicago Campus Holiday
Advisement Begins – Spring 2019 Term	Monday, October 15, 2018	Students should begin meeting with their Advisor to discuss their course selections for the spring 2019 term.
Commencement Ceremony	Sunday, October 21, 2018	Please visit <a href="http://adler.edu/commencement">adler.edu/commencement</a> for current information. Current students and recent alum may also see the Student Affairs page on Adler Connect.

Event	Date	Comments
Deadline to Withdraw from a Course with a "W" Grade	Sunday, October 28, 2018	Email requests to withdraw from a course must be submitted to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 p.m. CST on Sunday, October 28, 2018. If approved, the e-mail will be forwarded to the Office of the Registrar for processing. Students cannot withdraw from a course or exam with a W grade if the course has already ended or if the exam submission date has passed. Students who wish to withdraw from a course after this date will receive a WF grade (a WF grade factors into the GPA as an F). If you wish to withdraw from all of your courses, you must complete a Student Withdrawal form to withdraw completely from the University or a Leave of Absence form to take a leave from your program. Please see both forms for additional information and policies. The Student Withdrawal form and Leave of Absence form are located on the Registrar page on Adler Connect.
Spring 2019 Registration (on time)	Monday, October 29, 2018 – Sunday, November 11, 2018	The late registration fee will be assessed to students registering for the first time after 11:59 p.m. CST on Sunday, November 11, 2018.
Spring 2019 Late Registration Begins	Monday, November 12, 2018	The late registration fee will be assessed to students registering for the first time after 11:59 p.m. CST on Sunday, November 11, 2018.
Degree Completion & Graduation Application Due for Spring 2019 Degree Completers	Monday, November 12, 2018	Applications are due for students who will complete degree requirements during the spring 2019 term. Please note that students who wish to participate in the 2019 annual commencement ceremony must complete all degree requirements no later than the December 31, 2019. Applications submitted after this date will be charged the \$50.00 late fee. Please see the Graduation Application instructions on the Registrar page on Adler Connect for complete details ( <a href="http://connect.adler.edu/student-services/registrar">connect.adler.edu/student-services/registrar</a> ). The application is mandatory regardless of whether you attend the commencement ceremony. Failure to submit the application may result in your being withdrawn from the program without your degree being conferred. Details regarding the ceremony are forthcoming from the Student Affairs Department. Please see their page on Adler Connect for details regarding the ceremony at ( <a href="http://connect.adler.edu/student-services/student-affairs">connect.adler.edu/student-services/student-affairs</a> ).
Thanksgiving	Thursday, November 22, 2018	Chicago Campus Holiday
Day After Thanksgiving	Friday, November 23, 2018	Chicago Campus Holiday
Fall 2018 Term Ends	Monday, December 17, 2018	
Christmas Eve	Monday, December 24, 2018	Chicago Campus Holiday
Christmas	Tuesday, December 25, 2018	Chicago Campus Holiday



## ACADEMIC CALENDAR 2018-2019 – CHICAGO CAMPUS

(Subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)

Event	Date	Comments
<b>Spring 2019 Term: Monday, January 7, 2019 – Monday, April 22, 2019</b>		
Spring 2019 Term Begins	Monday, January 7, 2019	
Drop Fee Begins	Monday, January 7, 2019	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, January 6, 2019. Mandatory fees are not refundable once the term has begun.
Add/Drop Period – 100% Refund **ALL CLASSES**	Monday, January 7, 2019 – Sunday, January 13, 2019	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, January 6, 2019. Mandatory fees are not refundable once the term has begun.
Add/Drop Period – 100% Refund **ALL CLASSES** – FINAL DAY	Sunday, January 13, 2019	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, January 13, 2019.
Add/Drop Period – 50% Refund **ALL CLASSES**	Monday, January 14, 2019 – Sunday, January 20, 2019	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, January 20, 2019. After this date, students can only withdraw from a class. Please see the academic calendar for the deadline and criteria for W and WF grades. The late registration fee will be assessed to students who wish to add a class or exam after this date. Mandatory fees are not refundable once the term has begun.
Add/Drop Period – FINAL DAY	Sunday, January 20, 2019	Last day to add and drop classes for Spring 2019. Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, January 20, 2019. After this date, students can only withdraw from a class. Please see the academic calendar for the deadline and criteria for W and WF grades. The late registration fee will be assessed to students who wish to add a class or exam after this date.
Martin Luther King Jr. Day	Monday, January 21, 2019	Chicago Campus Holiday

Event	Date	Comments
Advisement Begins – Summer 2019 Registration	Monday, February 11, 2019	Students should meet with their Advisor to discuss their course selections for the Summer 2019 term.
Presidents' Day	Monday, February 18, 2019	Chicago Campus Holiday
Deadline to Withdraw from a Course with a "W" grade	Sunday, February 24, 2019	Email requests to withdraw from a course must be submitted to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 p.m. CST on Sunday, February 24, 2019. If approved, the email will be forwarded to the Office of the Registrar for processing. Students cannot withdraw from a course or exam with a W grade if the course has already ended or if the exam submission date has passed. Students who wish to withdraw from a course after this date will receive a WF grade (a WF grade factors into the GPA as an F). If you wish to withdraw from all of your courses, you must complete a Student Withdrawal form to withdraw completely from the University or a Leave of Absence form to take a leave from your program. Please see both forms for additional information and policies. The Student Withdrawal form and Leave of Absence form are located on the Registrar page on Adler Connect.
Summer 2019 Registration (on time)	Monday, February 25, 2019 – Sunday, March 10, 2019	The late registration fee will be assessed to students registering for the first time after 11:59 p.m. CST on Sunday, March 10, 2019.
Summer 2019 Late Registration Begins	Monday, March 11, 2019	The late registration fee will be assessed to students registering for the first time after 11:59 p.m. CST on Sunday, March 10, 2019.
Degree Completion & Graduation Application Due for Summer 2019 and Fall 2019 Degree Completers	Monday, March 11, 2019	Applications are due for students who will complete degree requirements during the summer 2019 or fall 2019 terms. Please note that students who wish to participate in the 2019 annual commencement ceremony must complete all degree requirements no later than December 31, 2019. Applications submitted after this date will be charged the \$50.00 late fee. Please see the Graduation Application instructions on the Registrar page on Adler Connect for complete details ( <a href="http://connect.adler.edu/student-services/registrar">connect.adler.edu/student-services/registrar</a> ). The application is mandatory regardless of whether you attend the commencement ceremony. Failure to submit the application may result in your being withdrawn from the program without your degree being conferred. Details regarding the ceremony are forthcoming from the Student Affairs Department. Please see their page on Adler Connect ( <a href="http://connect.adler.edu/student-services/student-affairs">connect.adler.edu/student-services/student-affairs</a> ).

## ACADEMIC CALENDAR 2018-2019 – CHICAGO CAMPUS

(Subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)

Event	Date	Comments
M.A. in Clinical Psychology Degree Completion Application Due for Psy.D. Students Who Complete the Clinical M.A. Degree by the End of Summer 2019	Monday, March 11, 2019	Applications submitted after this date will be charged the \$50.00 late fee.
Good Friday	Friday, April 19, 2019	Chicago Campus Holiday
Spring 2019 Term Ends	Monday, April 22, 2019	
<b>Summer 2019 Term: Monday, May 6, 2019 – Monday, August 19, 2019</b>		
Summer 2019 Term Begins	Monday, May 6, 2019	
Summer 2019 and Summer I 2019 Session Classes Begins	Monday, May 6, 2019	
Drop Fee Begins **ALL CLASSES** Summer, Summer I & Summer II	Monday, May 6, 2019	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, May 5, 2019. Mandatory fees are not refundable once the term has begun.
Add/Drop Period 100% Refund **ALL CLASSES** Summer, Summer I & Summer II	Monday, May 6, 2019 – Sunday, May 12, 2019	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, May 12, 2019. Mandatory fees are not refundable once the term has begun.
Add/Drop Period 100% Refund **ALL CLASSES** Summer, Summer I & Summer II FINAL DAY	Sunday, May 12, 2019	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, May 12, 2019.

Event	Date	Comments
Add/Drop Period 50% Refund <b>**ALL CLASSES**</b> Summer, Summer I & Summer II	Monday, May 13, 2019 – Sunday, May 19, 2019	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, May 19, 2019. After this date, students can only withdraw from a class. Please see the academic calendar for the deadline and criteria for W and WF grades. The late registration fee will be assessed to students who wish to add a class or exam after this date. (Summer II classes may be added without being charged the late registration fee as long as the summer II course is added before the first day of the course.) Mandatory fees are not refundable once the term has begun.
Add/Drop Period <b>**ALL CLASSES**</b> Summer, Summer I & Summer II FINAL DAY	Sunday, May 19, 2019	Last day to add and drop classes for Summer 2019. Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, May 19, 2019. After this date, students can only withdraw from a class. Please see the academic calendar for the deadline and criteria for W and WF grades. The late registration fee will be assessed to students who wish to add a class or exam after this date. (Summer II classes may be added without being charged the late registration fee as long as the Summer II course is added before the first day of the course.) Mandatory fees are not refundable once the term has begun.
Advisement Begins Fall 2018 Registration CURRENT STUDENTS	Monday, May 20, 2019	Advisement for current students begins for Fall 2019 registration. Current students should meet with their Advisor to discuss their course selections for the Fall 2019 term.
Memorial Day	Monday, May 27, 2019	Chicago Campus Holiday
Fall 2019 Registration Begins – NEW STUDENTS	Tuesday, May 28, 2019	Registration begins for new Fall 2019 students.
Fall 2019 Registration (on time) CURRENT STUDENTS	Monday, June 3, 2019 – Sunday, June 16, 2019	The late registration fee will be assessed to current students registering for the first time after 11:59 p.m. CST on Sunday, June 16, 2019.

## ACADEMIC CALENDAR 2018-2019 – CHICAGO CAMPUS

(Subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)

Event	Date	Comments
Deadline to Withdraw from a Summer I Course with a "W" Grade	Sunday, June 9, 2019	Email requests to withdraw from a course must be submitted to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 p.m. CST on Sunday, June 9, 2019. If approved, the email will be forwarded to the Office of the Registrar for processing. Students cannot withdraw from a course or exam with a W grade if the course has already ended or if the exam submission date has passed. Students who wish to withdraw from a course after this date will receive a WF grade (a WF grade factors into the GPA as an F). If you wish to withdraw from all of your courses, you must complete a Student Withdrawal form to withdraw completely from the University or a Leave of Absence form to take a leave from your program. Please see both forms for additional information and policies. The Student Withdrawal form and Leave of Absence form are located on the Registrar page on Adler Connect.
Fall 2019 Late Registration Begins CURRENT STUDENTS	Monday, June 17, 2019	The late registration fee will be assessed to students registering for the first time after 11:59 p.m. CST on Sunday, June 16, 2019.
Deadline to Withdraw from a Course that Lasts the Entire Summer Term with a W Grade.	Sunday, June 30, 2019	Email your request to withdraw from a course to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 PM CST on Sunday, June 30, 2019. If approved, the e-mail will be forwarded to the Office of the Registrar for processing. Students cannot withdraw from a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed. Students who wish to withdraw from a course after this date will receive a "WF" grade (a "WF" grade factors into the GPA as an "F"). If you wish to withdraw from all of your courses, you must complete a Student Withdrawal Form to withdraw completely from the University or a Leave of Absence Form to take a leave from your program. Please see both forms for additional information and policies. The Student Withdrawal form and Leave of Absence form are located on the Registrar page on Adler Connect.
Independence Day	Thursday, July 4, 2019	Chicago Campus Holiday
Summer I 2019 Session Ends – ON CAMPUS COURSES	Monday, July 8, 2019	Online Summer I 2019 session courses may be still in session. Practicum, internship, and dissertation may still be in session.
Summer II 2019 Session Begins	Tuesday, July 9, 2019	

Event	Date	Comments
Summer I 2019 Session Ends ONLINE COURSES	Sunday, July 14, 2019	
Summer II 2019 Session – Add Deadline	Monday, July 15, 2019	Students may add Summer II courses up until the start date of the course.
Deadline to Withdraw from a Summer II Session Course with a W Grade	Sunday, July 21, 2019	Email your request to withdraw from a course to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 PM CST on Sunday, July 21, 2019. If approved, the e-mail will be forwarded to the Office of the Registrar for processing. Students cannot withdraw from a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed. Students who wish to withdraw from a course after this date will receive a "WF" grade (a "WF" grade factors into the GPA as an "F"). If you wish to withdraw from all of your courses, you must complete a Student Withdrawal Form to withdraw completely from the University or a Leave of Absence Form to take a leave from your program. Please see both forms for additional information and policies. The Student Withdrawal form and Leave of Absence form are located on the Registrar page on Adler Connect.
Summer II 2019 Session Ends	Monday, August 19, 2019	
Summer 2019 Term Ends	Monday, August 19, 2019	
Fall 2019 Begins	TBD	
Fall 2019 Ends	TBD	



## ADMISSION POLICIES AND PROCEDURES – ONLINE CAMPUS

### Application Process

Adler University takes pride in its diverse student body, representing a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. The University admits individuals with a record of outstanding academic achievement and a commitment to social responsibility. Ideal candidates for admission are those who will make a difference in their communities and in the lives of the individuals and families they serve upon graduation.

All applicants should fulfill the minimum admission requirements for the program they choose and must demonstrate acceptable proficiency in spoken and written English.

Applicants must submit the following:

- Application for admission.
- Statement of intent.
- Resume.
- Official transcripts from all colleges or universities attended.\*
- Two letters of recommendation\*\*

\*Unofficial transcripts can be used for application review. Official valid transcripts must be received prior to the end of the first course. Provisional admission will be granted until receipt of official transcripts.

\*\*Letters of recommendation may be waived based on cumulative grade point average from your degree-granting institution.

### International Applicants

All transcripts from outside of Canada or the United States must be evaluated on a course-by-course basis by a NACES-approved transcript evaluation service. Please contact the Office of Admissions for specific transcript evaluation requirements.

### ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Applicants whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Students who have earned a bachelor's or master's degree in an accredited program in Canada or the United States may not be required to take the TOEFL. Applicants should request that language proficiency test scores be sent directly to the University by the testing service. These test results are valid for two years only.

#### TOEFL (ETS.ORG/TOEFL)

Adler University Online Campus's code number for receiving test scores is B134. Applicants who take the paper-based TOEFL must receive a minimum score of 580. Applicants who take the computer-based TOEFL must receive a minimum score of 240. Applicants who take the Internet-based TOEFL must receive a minimum of score of 92, with a score of at least 22 on each of the four sections.

#### IELTS (IELTS.ORG)

Applicants who take the IELTS must receive a minimum Academic score of 7 overall, with no band score lower than 7.



## Admission

Adler University Online Campus employs a rolling admission process for all start dates and programs. We accept applications at all times throughout the year. Applicants will be notified of admission to an Adler University program by the Office of Admissions.

Admitted applicants who do not matriculate at their intended start date may be able to defer their admission to the next start date. Applicants who defer admission but do not matriculate must reapply for admission as outlined in the Application Process (Online Campus section) of the current catalog.

The Office of Admissions does not maintain student files for applicants who do not enroll by their intended start date.

## Students-at-Large/Non-Degree Seeking

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

Applicants for SAL/NDS status must submit a completed application, a letter of intent, a resume or curriculum vitae, and official transcripts from all degree-granting institutions. Applications will be reviewed by the Admissions Department, and prospective students will not be allowed to register until they have been approved for admission as SAL/NDS students.

If admitted as SAL/NDS, a student may complete a maximum of nine credits within one academic year and must comply with all prerequisites and course requirements as given in the Adler University Catalog. SAL/NDS students will have to obtain approval for each course before they are able to register. Graduates of Adler University degree programs who are approved as SAL/NDS may take up to 18 credits within one academic year. SAL/NDS students are not eligible for financial aid and may not enroll in courses that are reserved for students fully admitted to particular degree programs. Appropriate courses taken for credit may apply toward completing a degree for SAL/NDS students who are admitted to a degree program within one year of completing SAL/NDS courses. Successful completion of coursework, however, does not guarantee admission to a degree or certificate program. A student-at-large whose application to a degree or certificate program has been denied may not enroll in further courses or continue as a student-at-large.

Because students-at-large are limited to a total of nine credit hours of coursework within one academic year, persons who plan to pursue a degree or certificate program should apply for admission at the earliest opportunity. Students-at-large who have completed nine credit hours of courses may not register for additional courses until such time as they have been formally admitted to a degree or certificate program. Those who seek admission to a degree or certificate program within one year of completing their last course as SAL/NDS will be required to submit a new application for the program for which they are applying and any additional necessary documentation.

## Changing or Adding Programs

Master's students may apply to change from one Adler University master's degree program to another by submitting the appropriate application forms. Students must satisfy admission requirements in effect at the time of application to the new program. Acceptance into and/or successful completion of one degree program does not guarantee admission to another program.

## TUITION AND FEES – ONLINE CAMPUS

### Online Campus: Tuition (per Credit Hour)

Online Nonclinical M.A. Programs	\$855
Online Ph.D. Programs	\$855
Audit Online Nonclinical M.A. Programs	\$427
Audit Online Ph.D. Programs	\$427

### Miscellaneous Fees

Late Payment (% of past-due balance)	2%
Official Transcript	\$10, plus applicable fees
Returned Check (per occurrence)	\$70
Stop Payment	\$35

## Payment Information

### METHODS OF PAYMENT

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

**By Mail:** Payment may also be remitted by paper check or money order on campus at the Office of Student Accounts. Checks are to be made payable to Adler University. Unless otherwise indicated, tuition and fees are listed in U.S. dollars, and remittance must be made in U.S. dollars.

Mailed payments must be received by the Office of Student Accounts by the scheduled due date. Please allow adequate time for mailing (payments postmarked on or before the due date will have any and all late payment fees waived, if applicable).

Payments made by check or money order should be mailed to:  
Adler University  
ATTN: STUDENT ACCOUNTS  
17 North Dearborn St.  
Chicago, IL 60602

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

Students are responsible for all tuition and fees at the time due regardless of pending employer or third-party reimbursement, unless other financial arrangements have been made. Students receiving financial aid funds are responsible for submitting payment for all tuition and fees that will not be covered by the amount of aid anticipated.

Payment plans (monthly installments) are available. Interested students can contact the Office of Student Accounts for more information. Inquiries should be initiated prior to the published tuition due date.

Students who have not paid their account balance by the due date, and for whom there is no indication of pending financial aid, will be placed on financial hold. Students on financial hold will be unable to access the Ember Learning Management System (LMS), will not be eligible to register for subsequent terms, obtain transcripts, or graduate until all outstanding balances are paid in full. The University retains the right to administratively withdraw students whose accounts are past due and to charge all associated fees. It is the policy of Adler University to submit delinquent accounts to external collection agencies.

## Tuition Refund Policy

Students who have officially withdrawn from the University, have withdrawn from specific courses, or have been administratively withdrawn may be entitled to a tuition refund to be paid within 14 business days of the processing of the withdrawal or drop. Refunds will be based on the total charge incurred rather than the amount paid by the student. Mandatory fees are not refundable once the term has begun.

Tuition charges will be refunded based on the following schedule:

End of 10th calendar day of each course (11:59 p.m. CST): 100%

After 10th calendar day of each course: 0%

Students who formally withdraw from Adler University will be refunded in accordance with the University's refund policy based on the official withdrawal date processed by the Office of the Registrar. Online students in certain states may receive a refund based on the legal requirements of the state.

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

Students who are administratively withdrawn from the University are subject to the University's tuition refund policy. In addition, those students who participate in financial aid programs are subject to the return of Title IV funds as mandated by the federal government. Please see the Financial Aid section of the catalog for more information.

As part of this policy, Adler may retain a one-time application fee of no more than \$100.

All or a portion of any refunds due may be paid to sponsors furnishing grants, loans, scholarships, or other financial aid to students, in conformity with federal and state laws, regulations, and rules and requirements of financial aid sponsors. After any disbursements to financial aid sponsors have been made, the student shall receive the balance, if any, of the amount due under the University's refund policy.

## ACADEMIC POLICIES AND PROCEDURES – ONLINE CAMPUS

### Course Drop and Withdrawal

Students wishing to drop a course must do so before or during the published add/drop period (day 10 of the course). Please consult the academic calendar for specific dates. The official date of the drop is the date the Office of the Registrar receives written notification from the student with a request to drop the course.

Students who withdraw from a course(s) after the add/drop period but before the first day of the fourth week of the course (day 28) will receive a W grade for the course. Students who withdraw from a course after the fourth week of the course (29th day or later) will receive a WF for the course.

Failure to provide official notification of withdrawal may result in administrative withdrawal.

### Attendance Policy

Students enrolled in online programs for which campus attendance is not required must fulfill the following attendance requirements:

- Students must log on to the course within the first seven days of class (the first seven days commencing with the start date of the course) and participate at least one time.
- Every week (academic week consists of 12:00 a.m. Wednesday through 11:59 p.m. Tuesday), students must participate twice.

Participation Options:

- Student submission of an academic assignment.
- Student submission of an exam.
- Student posting in a discussion forum.

If a student does not participate in the first seven days of a class, or a student's online activity indicates no participation for 14 days from the previous date of participation, then he or she may be administratively withdrawn from the course or university.

### Transfer Credit

Students accepted for admission may be granted transfer credit for degree-level courses previously taken at another accredited institution. Upon enrollment into a degree program, students may request a review of their academic history, and a determination about granting transfer credit will be made at the discretion of the University. Requesting transfer credit involves a review of previous academic work, including syllabi and grades earned.

It is Adler University policy that a request for transfer credit for all courses within a student's program must be received with all supporting documentation by the add/drop period deadline of the first course of the student's degree program.

Transfer credit requests are reviewed on a case-by-case basis. Courses completed with a B or better grade and completed within 10 years of the date of the student's program matriculation will be considered for transfer credit. Students may transfer up to 12 credits toward any Online Campus master's degree program. Students may transfer up to 24 credits toward any Online Campus doctoral degree program.

## Leave of Absence

Students may take a leave of absence (LOA) by completing a Leave of Absence form, including necessary signatures, and submitting it to their Student Success Coach or Academic Advisor.

Master's degree students may take an LOA for no more than two consecutive full-course periods, with a total not to exceed four full-course periods. Doctoral degree students may take an LOA for no more than two consecutive full-course periods, with a total not to exceed six full-course periods.

The LOA will be noted on the student's transcript for each course period. Time approved for an LOA does not change or lengthen the maximum time allowed for degree completion.

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

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

## Administrative Withdrawal

A student may be administratively withdrawn for the following reasons:

- A student does not maintain continuous enrollment, by being registered or on an approved leave of absence, for every eight-week course period prior to the add/drop deadline for every eight-week course period;
- A student does not meet attendance standards; or
- A student does not return from a leave of absence by the add/drop deadline of the agreed upon course period.

"Administrative Withdrawal" will be noted on the student's transcript.

Students who wish to appeal the decision of administrative withdrawal can follow the procedures of the Student Grievance and Appeal Procedure listed in the Student Handbook.

In the event a student is administratively withdrawn from the University, the Office of Financial Aid is required by federal law to recalculate a student's eligibility for financial aid awards.

## Readmission

Students who were previously enrolled at Adler University and seek readmission within one calendar year of their withdrawal or dismissal must submit a written petition to re-enter to the Executive Dean of the Online Campus, [ocdean@adler.edu](mailto:ocdean@adler.edu). The petition should include an explanation of the circumstances for which they were withdrawn or dismissed and how they plan to be successful upon re-entry. If the petition is approved, students will be directed to the admissions team, [onlineadmissions@adler.edu](mailto:onlineadmissions@adler.edu), for further processing and consideration, subject to current admission requirements. If the petition is denied, the student will need to wait until one calendar year has passed from the time of withdrawal or dismissal to submit a new application for admission.

Students who were previously enrolled at Adler University and seek readmission after more than one calendar year of their withdrawal or dismissal are required to submit a new application for admission and will be evaluated according to current admission requirements. As part of their application, students will need to submit a written statement that includes an explanation of the circumstances for which they were withdrawn or dismissed and how they plan to be successful upon re-entry.

If readmitted, applicants/students are subject to the program requirements in effect at the time of the new application. Students must also satisfy all outstanding student account balances.

A formal audit of previously completed coursework will be undertaken only after acceptance into a degree program.

For students seeking readmission after military service, please see the Active Duty Military section provided earlier in the catalog.

## Withdrawal in Good Standing

Students may withdraw from Adler University in good standing by completing the Student Withdrawal form and submitting it to their Student Success Coach or Academic Advisor. To withdraw in good standing, students must be in academic good standing at the time of withdrawal, have completed all requirements for courses for which they are registered, and may not be subject to pending disciplinary or academic inquiry. "Withdrawal" is noted on the transcript.

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

## Grading System

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

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

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**Grade Scale**

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

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## Repeat Coursework

A maximum of 9 credit hours may be repeated for master's-level students and 12 credit hours, including requisite coursework, may be repeated for doctoral-level students. Each course may only be repeated once. The highest grade earned for a course will be used in the overall GPA, and all prior grades will appear on the transcript. Students admitted on a conditional basis are not eligible to repeat coursework until they achieve a full admission status.

## Grades of Incomplete

An I (incomplete) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the time allowed. An incomplete grade is allowed only with the written consent of the instructor and indicates that the student has presented a satisfactory reason for receiving an incomplete grade. Students must request an incomplete grade within 24 hours of the end of the course.

For an incomplete grade to be considered, students must petition their instructor in writing, via their Adler email account, for an incomplete no later than 24 hours after the end of the course, or the student will receive the earned grade. The faculty member must submit the incomplete grade agreement to the student and Program Director within 48 hours of the end of the course.

The incomplete grade agreement must state specifically what the student must do to satisfy the course requirements, including the instructor's grading criteria and the agreed upon completion date. Students must complete and submit outstanding coursework by the agreed-upon deadline in order for a corresponding Grade Change form to be processed. The faculty member must submit the Grade Change form to the Office of the Registrar via their Adler email account by the end of the add/drop period of the next eight-week course period. If the form is not submitted by the deadline, the grade will be converted to an F.

## Grade Appeals

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

- Breach of written policy or procedure.
- Bias.
- Clerical or administrative error.

### GRADE APPEAL PROCESS

**First Level:** A student who wishes to appeal a grade for any of the criteria above must first appeal to the instructor. To do so, the student must email the instructor of record via their Adler email account, stating that he or she wishes to appeal and explaining the reason(s) for questioning the final grade.

The deadline for a student to take the complaint to the faculty member and Student Services Advisor is the fifth calendar day of the next eight-week course period.

A decision by the course instructor will be communicated to the student within 10 days of the date the appeal was received.

**Second Level:** A student may appeal the instructor-level appeal decision by submitting a written request to the corresponding Program Director. The Program Director will review the appeal and respond to the student within 10 days. This decision is final. If the course instructor and Program Director are the same person, a student may appeal the instructor-level appeal by submitting a request to the Executive Dean of the Online Campus.

## Registration

Students are administratively registered for all courses. Students may take one course in every eight-week course period, with the exception of their capstone course (if applicable). Students may request to take more than one course per term by submitting a written request with rationale to their Program Director.

## Credit Hour Policy

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

At Adler University's Online Campus, the expectation of contact time and student effort outside the class is the same as in traditional and hybrid courses. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not fewer than 45 hours of coursework per term over an equivalent amount of time.

Adler University's Online Campus operates on a modular calendar. An academic term is defined as consisting of four eight-week modular courses. Instruction is scheduled year-round.



## Statement of Student Responsibilities

Adler University expects that students will:

1. Adhere to all applicable University policies and procedures.
2. Uphold all rules applicable to conduct in on- and off-campus settings, including but not limited to field, internship, in-service activities, or other activities.
3. Abide by all local, state/provincial, and national laws.
4. Maintain academic honesty and integrity.
5. Comply with all ethical and professional standards applicable to their program of study.
6. Contribute actively to the process of learning, including complying with attendance and participation requirements, completing assignments, and preparing for class.
7. Conduct themselves in an ethical, professional, and civil manner.
8. Demonstrate respect for others.
9. Regularly monitor and manage payment for tuition, fees, and other miscellaneous charges such that they maintain current payment of their student accounts.

## Satisfactory Academic Progress/Minimum Cumulative GPA Standards

In order for students to maintain satisfactory academic progress, they must maintain a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale. Students who fall below a 3.0 cumulative GPA may be dismissed.

## Academic Status

### ACADEMIC GOOD STANDING

To remain in academic good standing, a student must:

1. Maintain consistent enrollment.
2. Take a course load that ensures steady movement toward degree completion within the maximum limits outlined in the catalog.
3. Meet all Student Responsibilities and applicable program requirements.
4. Maintain a minimum cumulative grade point average of 3.0 on a 4.0 scale.
5. Complete each course with no less than a C grade for letter-grade master's-level courses, a B- for letter-grade doctoral-level courses, or a CR grade for credit/no-credit courses in master's-level and doctoral-level courses.

### ACADEMIC PROBATION

Students may be placed on academic probation the first time they meet either of the following conditions:

1. Fall below a 3.0 cumulative GPA.
2. Receive a grade below C in a required letter-grade master's-level course, a grade below a B- in a required letter-grade doctoral-level course, or a grade of NC for a credit/no-credit course; see Repeat Course Policy for information on repeating courses.

Students on Academic Probation must meet all aspects of Academic Good Standing within three consecutive course periods or they may be dismissed.

## **DISMISSAL**

Students may be subject to dismissal when they fail to meet the Statement of Student Responsibilities outlined in the catalog or any other policies applicable to students as identified in the Student Handbook. Students may be subject to dismissal if they meet the following conditions:

- Student is on probation and does not return to Academic Good Standing within the maximum probationary period.
- Student fails to comply with an academic remediation plan.
- Master's-level student earns two or more grades of D, F, or NC.
- Doctoral-level student earns two or more grades of C, D, F, or NC.
- Student fails to maintain minimum cumulative GPA standards.
- Student admitted on a conditional basis earns one grade of D, F, or NC or falls below a 3.0 cumulative grade point average in his or her first two courses.
- Student admitted on a provisional basis fails to submit all remaining collateral, as defined in his or her acceptance letter, prior to the end of student's first course.

Students who meet any of the Online Campus's dismissal criteria and/or have been referred for a potential violation of the Statement of Student Responsibilities will be reviewed by the Online Campus Student Comprehensive Evaluation Committee (SCEC). Where appropriate, students may also be referred to SCEC for alleged violations of the Online Graduate Student Work Expectations. The SCEC will evaluate the referral and determine a final outcome, which may include a plan for remediation or sanctions up to and including dismissal.

The University reserves the right to dismiss students whose accounts are past due and to charge all associated fees.

The transcript of a student who has been dismissed will carry a notation of "Dismissal."

Students who wish to appeal the decision of dismissal can follow the procedures of the Student Grievance and Appeal Procedure listed in the Student Handbook.

## **Enrollment Status**

### **ONLINE CAMPUS PROGRAMS**

Students enrolled in an Online Campus degree program must enroll in six or more credits to be considered full time. Students enrolled in three to five credits are considered half time, and those enrolled in fewer than three credits are considered less than half time and are not eligible for federally funded financial aid.

## MASTER'S LEVEL PROGRAMS OF STUDY – ONLINE CAMPUS

- Master of Arts (M.A.) in Applied Psychology with emphasis in:
  - Child and Adolescent Development
  - Crisis Management
  - Gender and Sexuality Studies
  - Health and Wellness
- Master of Arts (M.A.) Industrial and Organizational Psychology
- Master of Arts (M.A.) Psychology: Specialization in Military Psychology
- Master of Public Administration (MPA)

## MASTER'S LEVEL MINIMUM ADMISSIONS REQUIREMENTS

### Minimum Admission Requirements

Applicants are required to have:

- A baccalaureate degree, by the date of matriculation, earned from an accredited college or university, or an equivalent degree from an international college or university.
- A GPA of 3.0 or better (on a 4.0 scale) in their baccalaureate degree.
- Applicants with a GPA between 2.5 and 2.99 will be considered for conditional admission by submitting two letters of recommendation from a current professor, supervisor, and/or someone who can attest to the applicant's ability to be successful in a graduate program. Exceptions may be made for applicants with a conferred graduate degree.
- Applicants with a GPA below a 2.5 will be considered on a case-by-case basis.

### CONDITIONAL ADMISSION STATUS

Applicants admitted on a conditional basis must achieve a 3.0 cumulative GPA in their first two courses in order to achieve full admission status and continue in the program. Applicants not meeting this standard may be dismissed from the university. Applicants admitted on a conditional basis are not eligible to repeat coursework until they achieve a full admission status.

### PROVISIONAL ADMISSION STATUS

Applicants admitted on a provisional basis must submit all outstanding collateral, as defined in their acceptance letter, prior to the end of their first course to achieve full admission status and continue in the program. Applicants not meeting this standard may be dismissed from the university.

# MASTER OF ARTS IN APPLIED PSYCHOLOGY

## Program Overview

The Master of Arts in Applied Psychology (MAAP) is a nonclinical degree program designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The program incorporates Adler's social justice mission, emphasizing inclusiveness and culturally competent practices that prepare passionate agents of change to meet the ever-evolving needs of dynamic workplace settings and thriving diverse communities. Students will master core competencies in socially responsible practice, applied research, business and community applications, and varied skills for leadership, program management, and global communication.

Experienced faculty members will guide students through a rigorous curriculum that focuses on building academic knowledge and developing professional skills. Students will apply real-world problem-solving and develop solutions that apply the principles of applied psychology and demonstrate a commitment to social justice within a wide variety of environments. Students will also complete a thesis or capstone project that will reflect the culmination of their learning and training experiences within the program and will serve to advance their preparation to contribute to the field.

Graduates of this program will use the knowledge they have gained to implement effective solutions, resolve practical problems, improve the experience of individuals and groups, and participate in their field of interest within a diverse global community. Program graduates will be poised to practice and lead within diverse fields and occupations such as business and industry, government and nongovernmental organizations, nonprofit systems, public and behavioral healthcare systems, human resource management, sports psychology, addictions, family and domestic violence, veterans affairs, public safety and emergency management systems, and nonclinical youth and older adult services.

## Program Objectives

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

1. Analyze principles and theories that impact individuals, systems, and groups within diverse global communities.
2. Evaluate ethical standards in a variety of environments and social systems as they relate to practical problem-solving within the practice of applied psychology.
3. Devise evidence-based qualitative and quantitative research strategies that are responsive to diverse system needs within the field of applied psychology.
4. Advance cultural competence by evaluating dynamic problems of human experience and proposing socially responsible solutions.
5. Provide critical analysis of local and global systems within the professional practice of applied psychology.

## Degree Requirements

### Core Courses (21 credits)

PSYC-500	History and Systems for Applied Psychology	3 cr.
PSYC-501	Ethics and Socially Responsible Practice for Applied Psychology	3 cr.
INDS-502	Statistics	3 cr.
INDS-503	Research Methods	3 cr.
PSYC-505	Diversity & Individual Differences	3 cr.
PSYC-506	Adlerian Psychology: Community Applications	3 cr.
PSYC-509	Cognitive, Affective, and Biological Bases of Behavior	3 cr.

### Social Justice Practicum (2 credits)

SJP-515	Social Justice Practicum I	0.5 cr.
SJP-516	Social Justice Practicum II	0.5 cr.
SJP-517	Social Justice Practicum III	0.5 cr.
SJP-518	Social Justice Practicum IV	0.5 cr.

### Elective Courses (9 credits)

GSS-520	Theories of Gender and Sexuality	3 cr.
GSS-521	Social and Cultural Evolution of Gender and Sexuality	3 cr.
GSS-522	Social Justice, Gender, Sexuality, and the Law	3 cr.
MAMP-503	The Psychology of Conflict and Operations Other Than War	3 cr.
EML-502	Supporting Functional Needs Populations in Disasters	3 cr.
EML-505	Leading in Times of Crisis	3 cr.
PSYC-504	Life Span Development	3 cr.
PSYC-513	Multicultural Youth Development	3 cr.
CRIM-501	Juvenile Justice	3 cr.
HWP-514	Positive Psychology for Health and Wellness	3 cr.
HWP-515	Mindfulness-Based Approaches to Health & Wellness	3 cr.
HWP-516	Biological Bases for Health and Wellness	3 cr.
MAMP-500	Survey of Military Psychology	3 cr.
MAMP-501	Operational Psychology for the Military	3 cr.
MAMP-502	Mental Health Law and the Uniform Code of Military Justice	3 cr.
MAMP-503	The Psychology of Conflict and Operations Other Than War	3 cr.
MAMP-504	Ethics, Morality, and Social Justice in the Military	3 cr.
MAMP-505	War, Trauma, Grief, Death, and Loss	3 cr.
MAMP-506	Psychological Resilience and Positive Psychology	3 cr.
MAMP-508	Culture and Diversity in the Military	3 cr.
MAMP-509	Department of Defense and the VA Healthcare System	3 cr.
MAMP-510	Substance Abuse in the Military	3 cr.
MAMP-511	Social Services and Behavioral Healthcare to Veterans, Retirees, Military, and Their Families	3 cr.
MIO-502	Organizational Theory	3 cr.
MIO-504	Organizational Development and Change	3 cr.

MIO-507	Consumer and Employee Attitudes	3 cr.
MIO-509	Group Dynamics	3 cr.
MIO-510	Executive Coaching	3 cr.
MIO-511	Training: Theory, Design, and Evaluation	3 cr.
MIO-512	Talent Selection and Recruitment	3 cr.
MIO-517	Talent Management	3 cr.
MIO-518	Consulting Skills	3 cr.
MIO-519	Performance Management	3 cr.

***OR student may select from courses available in the Nonprofit Management, Media and Communications, or Criminology degree programs. All elective course selections will need to be approved by an academic advisor.***

***Thesis or Capstone Courses (3 credits)***

PSYC-511	MA Capstone	3 cr.
<b><i>or</i></b>		
PSYC-512	MA Thesis	1-3 cr.
(may be repeated multiple times for credit; 3 credit hours of thesis are required)		

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**Total Credit Hours Required: 35**

## MASTER OF ARTS IN APPLIED PSYCHOLOGY EMPHASES

### Emphasis in Child and Adolescent Development

This emphasis will focus on youth development and how to optimize networks and resources, particularly within traditionally underserved populations. Students will be exposed to models of psychosocial development from key theoretical perspectives and apply these models to diverse social contexts. Students will gain an understanding of unique challenges presented throughout the life span and the impact of social, emotional, and educational support. This track will focus on the importance of fostering social interest and community connections among children and adolescents.

#### EMPHASIS OBJECTIVES

1. Analyze the effective implementation of advocacy initiatives for healthy youth development.
2. Apply theoretical models to evaluate successful developmental milestone acquisition.

#### EMPAHSIS COURSE REQUIREMENTS

Students completing the Emphasis in Child and Adolescent Development must complete the following three courses for their elective coursework requirements.

PSYC-504	Life Span Development	3 cr.
PSYC-513	Multicultural Youth Development	3 cr.
CRIM-501	Juvenile Justice	3 cr.

### Emphasis in Crisis Management

The goal of the Crisis Management Emphasis is to educate students on how to respond to and manage the impact of natural, accidental, or premeditated disasters and a disaster's effect on communities. Further, there is a special focus on those communities that are at risk and/or marginalized during times of crisis. Students will prepare to serve as effective first responders and recovery specialists who can advocate for healthy and resilient communities in the immediate aftermath of an acute or chronic crisis. Attention is given to the critical period following a crisis where underlying vulnerabilities for psychological distress and other poor health outcomes may be exacerbated. Coursework prepares students to identify and foster psychological resiliency and promote healthy and resilient communities. Students will develop leadership skills that promote positive growth and development using natural strengths and resources inherently present in communities by way of engaging community leaders and traditionally marginalized and at-risk members of the community using primary, secondary, and tertiary prevention approaches.

#### EMPHASIS OBJECTIVES

1. Apply skills to increase awareness of community crisis management and recovery.
2. Evaluate the effectiveness of current practices in governmental and nongovernmental organizations and their responses to communities in crisis.

### EMPAHSIS COURSE REQUIREMENTS

Students completing the Emphasis in Crisis Management must complete the following three courses for their elective coursework requirements.

MAMP-503	The Psychology of Conflict and Operations Other Than War	3 cr.
EML-502	Supporting Functional Needs Populations in Disasters	3 cr.
EML-505	Leading in Times of Crisis	3 cr.

## Emphasis in Gender and Sexuality Studies

The Emphasis in Gender and Sexuality Studies highlights the significant influence and impact of gender and sexuality within culture and society. This emphasis explores how systemic and structural power and inequality impact individuals and groups based on gender and sexuality. This emphasis will look closely at issues specific to gender and sexual minorities. Further, it will consider theories of gender, sexuality, and intersectionality. In addition, students will study the influence of media, law, and policy on gender and sexuality and the evolution of these intertwined elements.

### EMPHASIS OBJECTIVES

1. Analyze experiences, perspectives, and events through the lens of gender and sexuality theories.
2. Articulate the impact of cultural and societal influences on gender and sexual minorities.

### EMPHASIS COURSE REQUIREMENTS

Students completing the Emphasis in Gender and Sexuality Studies must complete the following three (3) courses for their Elective Coursework requirements.

GSS-520	Theories of Gender and Sexuality	3 cr.
GSS-521	Social and Cultural Evolution of Gender and Sexuality	3 cr.
GSS-522	Social Justice, Gender, Sexuality, and the Law	3 cr.

## Emphasis in Health and Wellness

Students will learn how to maximize the potential resources within diverse individuals and complex social groups. A focus will be placed on analyzing social systems and structures necessary to strengthen community well-being and enhance individual integrity. Further, health promotion and health communities will be situated within the biopsychosocial model of human growth and development to explore the extent to which contextual factors may influence healthy and sustainable lifestyle change. Illness management and recovery will be conceptualized from an evidence-based perspective while specifically attending to positive psychology theory and effective practice.

### EMPHASIS OBJECTIVES

1. Advocate for health promotion and increased awareness of the impact of social and cultural values on individual health and wellness.
2. Evaluate responses to challenges associated with interpersonal and group dynamics as they relate to health communities and the field of health psychology.



## EMPAHSIS COURSE REQUIREMENTS

Students completing the Emphasis in Health and Wellness must complete the following three courses for their elective coursework requirements.

HWP-514	Positive Psychology for Health and Wellness	3 cr.
HWP-515	Mindfulness-Based Approaches to Health & Wellness	3 cr.
HWP-516	Biological Bases for Health and Wellness	3 cr.

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of Social Justice Practicum I, II, III, & IV.
3. A cumulative grade point average of 3.0 or higher.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Applied Psychology.

## Social Justice Practicum

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

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

- 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and
- 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and life credit is not admissible to meet this requirement.

# MASTER OF ARTS IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

## Program Overview

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

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

Adler University applies a unique emphasis on social justice, socially responsible practice, and inclusion. We do so through intensive online coursework that culminates with a Socially Responsible Action Plan that addresses real-world organizational issues. Our students and faculty embrace a broad range of perspectives and theoretical approaches. They explore techniques to build and maintain bridges across social, economic, cultural, and racial differences through applied case studies. Our program is designed to give students the skills to identify and address shared problems, and it fosters the development of social responsibility, corporate citizenship, social justice, and respect through evidence-based action. This program does not lead to professional licensure or certification.

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

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

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

## Program Objectives

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

1. Recognize underlying business challenges and key stakeholders involved.
2. Integrate social justice to recognize and acknowledge individual differences and how they influence organizations.
3. Identify and assess organizational efforts toward social responsibility and corporate citizenship.
4. Use data and evidence-based practices to inform ethical decision-making.
5. Develop legally defensible talent management systems.
6. Apply I/O and psychological theories to deliver solutions that promote organizational effectiveness.
7. Deepen self-awareness and personal growth for lifelong learning as an I/O practitioner.

## Degree Requirements

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

MIO-502	Organizational Theory	3 cr.
MIO-503	Research Methods	3 cr.
MIO-504	Organizational Development and Change	3 cr.
INDS-502	Statistics	3 cr.
MIO-509	Group Dynamics	3 cr.
MIO-510	Executive Coaching	3 cr.
MIO-511	Training: Theory, Design, and Evaluation	3 cr.
MIO-512	Talent Selection and Recruitment	3 cr.
MIO-515	Social Responsibility Action Plan	1 cr.
MIO-517	Talent Management	3 cr.
MIO-518	Consulting Skills	3 cr.
MIO-520	Workplace Measurement and Performance Management	3 cr.

### Social Justice Practicum (2 Credits)

SJP-515	Social Justice Practicum I	0.5 cr.
SJP-516	Social Justice Practicum II	0.5 cr.
SJP-517	Social Justice Practicum III	0.5 cr.
SJP-518	Social Justice Practicum IV	0.5 cr.

**Total Credit Hours Required: 36**

## Graduation Requirements

1. Satisfactory completion of required credit hours, including all required courses.
2. A cumulative grade point average of 3.0 or higher.
3. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
4. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Industrial and Organizational Psychology.

## Social Justice Practicum

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline-specific experiential practicum that occurs during the fall and spring terms. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside the community as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. Upon completing the SJP, students gain, maintain, and strengthen connections to communities by developing critical problem-solving skills necessary to be socially responsible practitioners.

All students must complete the SJP before advancing on to any clinical or discipline-specific training, regardless of the program in which they are enrolled. SJP requirements include (1) completion of a minimum of 200 hours at an approved SJP site, (2) attendance at a monthly, campus-based Civic and Community Action workshop, and (3) a formal SJP presentation at the Annual Social Justice Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

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

# MASTER OF ARTS IN PSYCHOLOGY: SPECIALIZATION IN MILITARY PSYCHOLOGY

## Program Overview

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

Military psychology programming works to improve the lives of those who are serving or have served and their families. Other applications of military psychology impact social policy programs within the military that are designed to promote diversity and equal opportunity. This includes addressing issues such as integrating diverse ethnic, religious, racial, and sexually oriented groups into the military and reducing sexual assault and discrimination. In today's world, the role of military psychology is being more pragmatic for consideration for national security, military defense, and global policy in order to ensure real-world solutions and measurable results. This program does not lead to professional licensure or certification.

## Program Objectives

1. Evaluate the unique psychosocial needs of those who are serving, or have served, and their families.
2. Analyze military culture, its structures and systems, and their impact, thereby developing military cultural competence.
3. Apply psychological principles and theory to the military environment.
4. Create institutional change by being able to work collaboratively with others to foster social justice.
5. Evaluate the effectiveness of operational psychology within the military for unit cohesion, psychological operations, human terrain intelligence, military intelligence, and the promotion of behavioral health and welfare.
6. Determine and manage the psychological consequences of the continuum of conflict.

## Degree Requirements

Successful completion of the following courses is required for the Master of Arts in Psychology: Specialization in Military Psychology degree:

MAMP-500	Survey of Military Psychology	3 cr.
MAMP-501	Operational Psychology for the Military	3 cr.
MAMP-502	Mental Health Law and the Uniform Code of Military Justice	3 cr.
MAMP-503	The Psychology of Conflict and Operations Other Than War	3 cr.
MAMP-504	Ethics, Morality, and Social Justice in the Military	3 cr.
MAMP-505	War, Trauma, Grief, Death, and Loss	3 cr.
MAMP-506	Psychological Resilience and Positive Psychology	3 cr.
MAMP-507	Research Methods	3 cr.
MAMP-508	Culture and Diversity in the Military	3 cr.
MAMP-510	Substance Abuse in the Military	3 cr.
MAMP-512	MAMP Capstone Project	1 cr.
MAMP-513	Continuum of Care for the Military, Veterans, and Their Families	3 cr.

### Social Justice Practicum (2 Credits)

SJP-515	Social Justice Practicum I	0.5 cr.
SJP-516	Social Justice Practicum II	0.5 cr.
SJP-517	Social Justice Practicum III	0.5 cr.
SJP-518	Social Justice Practicum IV	0.5 cr.

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**Total Credit Hours Required: 36**

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Successful completion of the capstone project.
3. A cumulative grade point average of 3.0 or higher.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology: Specialization in Military Psychology.

## Social Justice Practicum

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and no life credit is admissible to meet this requirement.

*Note: Students in the Master of Arts in Criminology and Criminal Justice, Master of Arts in Emergency Management Leadership, Master of Arts in Media and Communications and Master of Arts in Nonprofit Management programs should refer to the catalog issued at the time of the program start for degree requirements.*

# MASTER OF PUBLIC ADMINISTRATION

## Program Overview

The Master of Public Administration is a professional degree that prepares students for management careers in public and nonprofit organizations. It is an ideal course of study for students who are committed to being social change leaders within public and nonprofit organizations. The Public Administration program at Adler University collaborates with Adler University's Institute on Public Safety and Social Justice and Center of Civic Learning and Community Action. Master of Public Administration graduates are prepared with the theoretical foundation and requisite management and leadership skills needed to challenge and change today's societal issues. The program offers the best features of online graduate education in public administration and service, coupled with Adler University's emphasis on graduates being socially responsible professionals.

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

The program requires 36 hours of coursework with a minimum of 27 hours of public administration core coursework and 9 hours of concentration coursework in Crisis Management, Military and Veteran Services, or Sustainable Communities. In order to become effective public administration professionals, students advance their abilities in leadership and advocacy and become participants in, and contributors to, the process of developing public programs and organizations, including the analysis, synthesis, critical thinking, and problem-solving that encourages the growth of a fair and just society. Students learn the critical skills of communicating and collaborating with diverse groups within a rapidly changing society and to articulate and contribute new perspectives into discussions and solutions to social, economic, and environmental problems.

The goal of the **Crisis Management** concentration is to educate students on how to respond to and manage the impact of natural, accidental, or premeditated disasters and a disaster's effect on communities. Further, there is a special focus on those communities that are at-risk and/or marginalized during times of crises. Students will prepare to serve as effective first responders and recovery specialists who can advocate for healthy and resilient communities in the immediate aftermath of an acute or chronic crisis. Attention is given to the critical period following a crisis where underlying vulnerabilities for psychological distress and other poor health outcomes may be exacerbated. Coursework prepares students to identify and foster psychological resiliency and promote healthy and resilient communities. Students will develop leadership skills that promote positive growth and development using natural strengths and resources inherently present in communities by way of engaging community leaders and traditionally marginalized and at-risk members of the community using primary, secondary, and tertiary prevention approaches.



The **Military and Veteran Services** concentration will educate students on how to be socially responsible through the engagement of both the military and veteran's communities. This concentration focuses on how the military interacts with larger social, organizational, cultural, and technological systems and draws on all subdisciplines of administration to understand the variables that affect the military and governmental/nongovernmental veteran's sectors. Further, this concentration includes the contributions of clinical, experimental, social, industrial/organizational, and engineering psychology.

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

## Program Objectives

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

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

## Degree Requirements

### Core Courses (21 credits)

PPA-500	Theories of Public Policy and Administration	3 cr.
PPA-501	Political Economy and Economic Analysis in Public Policy Development	3 cr.
PPA-502	Ethics in Public Service	3 cr.
PAC-507	Public Management and Leadership	3 cr.
PAC-503	Organizational Theory and Public Personnel Management	3 cr.
PAC-504	Public Finance	3 cr.
PPA-505	Quantitative Research Methods	3 cr.
PPA-506	Qualitative Research Methods	3 cr.
PAC-507	Public Management and Leadership	3 cr.
PPA-521	Capstone Project Experience in Public Policy/Administration I	0.5 cr.
PPA-522	Capstone Project Experience in Public Policy/Administration II	0.5 cr.

**Social Justice Practicum (2 credits)**

SJP-515	Social Justice Practicum I	0.5 cr.
SJP-516	Social Justice Practicum II	0.5 cr.
SJP-517	Social Justice Practicum III	0.5 cr.
SJP-518	Social Justice Practicum IV	0.5 cr.

**Concentration Coursework (9 credits)**

EML-502	Supporting Functional Needs Populations in Disasters	3 cr.
EML-505	Leading in Times of Crisis	3 cr.
MAMP-503	The Psychology of Conflict and Operations Other Than War	3 cr.
MAMP-504	Ethics, Morality, and Social Justice in the Military	3 cr.
MAMP-508	Culture and Diversity in the Military	3 cr.
MAMP-513	Continuum of Care for the Military, Veterans, and Their Families	3 cr.
SCOM-512	Elements of Sustainability and Livable Communities	3 cr.
SCOM-513	Tools for Sustainable Development	3 cr.
SCOM-514	Strategic Planning for Sustainability	3 cr.

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**Total Credit Hours Required: 36**

**Concentration in Crisis Management****CONCENTRATION OBJECTIVES**

1. Apply skills to increase awareness of community crisis management and recovery.
2. Evaluate the effectiveness of current practices in governmental and nongovernmental organizations and their responses to communities in crisis.

**CONCENTRATION COURSE REQUIREMENTS**

Students completing the concentration in Crisis Management must complete the following three courses for their concentration coursework requirements.

EML-502	Supporting Functional Needs Populations in Disasters	3 cr.
EML-505	Leading in Times of Crisis	3 cr.
MAMP-503	The Psychology of Conflict and Operations Other Than War	3 cr.

**Concentration in Military and Veteran Services**

The Military and Veteran Services concentration will educate students on how to be socially responsible through the engagement of both the military and veteran's communities.

This concentration focuses on how the military interacts with larger social, organizational, cultural, and technological systems and draws on all sub-disciplines of administration to understand the variables that affect the military and governmental/non-governmental veteran's sectors. Further, this concentration includes the contributions of clinical, experimental, social, industrial/organizational, and engineering psychology.

### CONCENTRATION OBJECTIVES

1. Evaluate organizational and structural functions of the military and veterans services administration.
2. Develop leadership and innovation skills that are principle focused and advance social responsibility.

### CONCENTRATION COURSE REQUIREMENTS

Students completing the concentration in Military and Veteran Services must complete the following three courses for their concentration coursework requirements.

MAMP-504	Ethics, Morality, and Social Justice in the Military	3 cr.
MAMP-508	Culture and Diversity in the Military	3 cr.
MAMP-513	Continuum of Care for the Military, Veterans, and Their Families	3 cr.

## Concentration in Sustainable Communities

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

### CONCENTRATION OBJECTIVES

1. Apply practical tools such as survey design, environmental impact assessments, community-based research, and service projects in designing healthy, sustainable communities.
2. Explain program and project management, community leadership, social and environmental advocacy, and employment in both government and nonprofit agencies.

### CONCENTRATION COURSE REQUIREMENTS

Students completing the concentration in Sustainable Communities must complete the following three courses for their concentration coursework requirements.

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

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of Social Justice Practicum I, II, III, & IV.
3. A cumulative grade point average of 3.0 or higher.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Public Administration.

## Social Justice Practicum

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

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All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and life credit is not admissible to meet this requirement.

## DOCTORAL-LEVEL PROGRAMS OF STUDY – ONLINE CAMPUS

### DOCTOR OF PHILOSOPHY IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

#### Program Overview

The Doctor of Philosophy in Industrial and Organizational Psychology is a post-master's program that prepares students for careers in corporate, consulting, academic, and public sector human capital and human resource work settings. The curriculum is composed of a blend of courses covering information and theories across human motivation, social psychology, cognitive psychology, leadership, and organizational development. The program has a heavy emphasis on evidence-based decision-making and provides deep exploration of statistics and research methods to inform fiscally and ethically guided recommendations. Courses in the Ph.D. program will allow for the application of concepts defined within an industrial and organizational psychology master's program. Courses will feature application of the learning for various career opportunities, from consulting to academic to corporate. Program faculty have a broad range of backgrounds with specialties in corporate, nonprofit, and consultative settings. This program combines academic theory with current, real-world examples and professional materials to prepare students for roles across industries. The program stresses the importance of field-relevant ethical codes and statutes, such as the APA Ethical Principles of Psychologists, APA Code of Conduct, and the EEOC Uniform Guidelines on Employee Selection Procedures, 1978, to ensure principled practice.

#### Program Objectives

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

1. Demonstrate respect and understanding for human capital-related issues.
2. Apply legal and ethical codes specific to industrial and organizational psychology.
3. Apply academic knowledge and business and consulting skills to solve complex business challenges.
4. Use interpersonal skills to integrate diversity and various perspectives in a professional setting.
5. Leverage data input and analysis to identify business problems and propose thoughtful, well-rounded solutions.
6. Analyze theories and concepts related to the value of individuals and groups in the workplace.

#### Minimum Admission Requirements

The minimum requirements for admission include:

- A master's degree, by the date of matriculation, in industrial and organizational psychology, psychology, business, or a related discipline. Applicants who did not graduate from Adler University's Master of Arts in Industrial and Organizational Psychology or an equivalent program will be required to complete the equivalency requirements in addition to the doctoral curriculum. (See Program Requisites below.)

- A cumulative grade point average (GPA) of 3.0 or better (on a 4.0 scale) in their master's degree. Successful applicants typically have a grade point average of 3.25 or higher on a 4.0 scale for graduate-level coursework.
- Two letters of recommendation from an individual who can speak to the applicant's likelihood of success in a doctoral program.\*
- A writing sample (e.g., a publication, report, or an essay or paper previously submitted as an assignment).
- An admissions interview.

\*Applicants who are graduates or current students, in good standing, from Adler University master's degree programs may have one letter of recommendation, the writing sample, and/or interview waived.

## Program Requisites

Applicants are expected to have adequate coursework in the areas listed below. Applicants who did not graduate from Adler University's Master of Arts in Industrial and Organizational Psychology or an equivalent program will be assessed to determine whether they have adequate coursework in the following master's-level course areas, with a letter grade of B or better. Students who need to complete additional master's-level courses, will need to do so within the first five course periods of the doctoral program.

### COURSE AREAS AND EQUIVALENT COURSES AT ADLER

- Organizational Theory (MIO-502) or Foundations in Organizational Psychology (MAOP-570).
- Organizational Development and Change (MIO-504) or Organizational Change and Development (MAOP-580).
- One graduate-level statistics course: Statistics (MIO-506) or: Statistical Methods at Work (MAOP-525).
- One graduate-level research methods course: Research Methods (MIO-503) or Research Methods in Organizational Psychology (MAOP-546).

## Provisional Admission Status

Applicants admitted on a provisional basis must submit all outstanding collateral, as defined in their acceptance letter, prior to the end of their first course to achieve full admission status and continue in the program. Applicants not meeting this standard may be dismissed from the University.

## Degree Requirements

This program requires students to complete 75 post-master's credits, including a minimum of 12 credits toward dissertation. Coursework is in the key areas of industrial and organizational psychology along with two advanced research courses. All 700 level courses, with the exception of IOP-798 and IOP-799 are need to be successfully completed prior to taking IOP-800: Doctoral Qualifying Exam. IOP-800 must be successfully completed for students to proceed into Doctoral Candidacy and begin work on their dissertation.

**REQUIRED POST-MASTER'S COURSEWORK**

IOP-700	History and Systems of Psychology in Industrial and Organizational Psychology	3 cr.
IOP-701	Ethical, Legal, and Professional Issues	3 cr.
IOP-702	Advanced Organizational Theory	3 cr.
IOP-703	Advanced Organizational Development and Change	3 cr.
IOP-704	Advanced Statistics in IO Psychology	3 cr.
IOP-705	Job and Task Analysis	3 cr.
IOP-706	Advanced Consulting Skills	3 cr.
IOP-707	Attitude Theory, Measurement, and Change	3 cr.
IOP-708	Advanced Research Methods and Design I Qualitative Methods	3 cr.
IOP-709	Advanced Research Methods and Design II Quantitative Methods	3 cr.
IOP-710	Advanced Human Factors	3 cr.
IOP-711	Assessment of Individual Differences	3 cr.
IOP-712	Advanced Talent Management and Motivation	3 cr.
IOP-713	Leadership and Management	3 cr.
IOP-714	Advanced Performance Management and Feedback	3 cr.
IOP-715	Advanced Recruitment, Selection, and Placement	3 cr.
IOP-716	Advanced Group Dynamics	3 cr.
IOP-717	Advanced Training and Development Training	3 cr.
IOP-800	Doctoral Qualifying Examination Seminar	3 cr.
IOP-798	Socially Responsible Practice Seminar I	3 cr.
IOP-799	Socially Responsible Practice Seminar II	3 cr.
IOP-801	Dissertation (may repeated multiple times for credit; minimum of 12 credit hours of dissertation are required)	1-3 cr.

***Degree Requirements (\*beginning January 2019)***

This program requires students to complete 75 post-master's credits, including a minimum of 12 credits toward dissertation, *plus 2 credits of Social Justice Practicum (SJP)*.

Coursework is in the key areas of industrial and organizational psychology along with two advanced research courses. All 700 level courses, with the exception of IOP-798 and IOP-799 are need to be successfully completed prior to taking IOP-800: Doctoral Qualifying Exam. IOP-800 must be successfully completed for students to proceed into Doctoral Candidacy and begin work on their dissertation.

**REQUIRED POST-MASTER'S COURSEWORK**

IOP-700	History and Systems of Psychology in Industrial and Organizational Psychology	3 cr.
IOP-701	Ethical, Legal, and Professional Issues	3 cr.
IOP-702	Advanced Organizational Theory	3 cr.
IOP-703	Advanced Organizational Development and Change	3 cr.

IOP-704	Advanced Statistics in IO Psychology	3 cr.
IOP-705	Job and Task Analysis	3 cr.
IOP-706	Advanced Consulting Skills	3 cr.
IOP-707	Attitude Theory, Measurement, and Change	3 cr.
IOP-708	Advanced Research Methods and Design I Qualitative Methods	3 cr.
IOP-709	Advanced Research Methods and Design II Quantitative Methods	3 cr.
IOP-710	Advanced Human Factors	3 cr.
IOP-711	Assessment of Individual Differences	3 cr.
IOP-712	Advanced Talent Management and Motivation	3 cr.
IOP-713	Leadership and Management	3 cr.
IOP-714	Advanced Performance Management and Feedback	3 cr.
IOP-715	Advanced Recruitment, Selection, and Placement	3 cr.
IOP-716	Advanced Group Dynamics	3 cr.
IOP-717	Advanced Training and Development Training	3 cr.
IOP-800	Doctoral Qualifying Examination Seminar	3 cr.
IOP-798	Socially Responsible Practice Seminar I	3 cr.
IOP-799	Socially Responsible Practice Seminar II	3 cr.
IOP-801	Dissertation (may repeated multiple times for credit; minimum of 12 credit hours of dissertation are required.)	1-3 cr.

#### **\*REQUIRED SOCIAL JUSTICE PRACTICUM (SJP) COURSEWORK**

SJP-515	Social Justice Practicum 1
SJP-516	Social Justice Practicum 2
SJP-517	Social Justice Practicum 3
SJP-518	Social Justice Practicum 4

*Students who completed the Social Justice Practicum (SJP), Community Service Practicum (CSP), or Community Engagement Project (CEP) as part of a previous Adler University degree program may transfer those credits in.*

## **Doctoral Qualifying Exams**

Doctoral qualifying exams are a key feature of the Ph.D. program and allow students to demonstrate understanding and application of the program material before formally embarking on their dissertation process. Students are eligible to apply to take comprehensive exams after all program coursework has been completed. Doctoral qualifying exams will take place during a predetermined course, and students will need to indicate their desire to take doctoral qualifying exams by signing up via the formal Doctoral Qualifying Exam Application Process. This process not only designates the exact time interactive components of the exam will take place, but will act as a review of the student's current course standing and course completion status to ensure the student is eligible to take doctoral qualifying exams at that time.



The content of doctoral qualifying exams is made up of both written responses and a “live” presentation/discussion format.

- **Written component:** Students will receive three prompts and be required to respond, in writing, to two of the three prompts during the course. Written components will include literature reviews and should incorporate research aligned to the student’s dissertation topic. Prompts will be given to students three weeks before responses are due. Replies to the prompts will be due by a specific date and time, and failure to submit responses by the deadline will render the student’s submission ineligible. Late deliverables are not accepted for doctoral qualifying exam submissions. Further information on the detail needed for the written component will be given after the student receives approval to participate in the doctoral qualifying exams.
- **Presentation component:** After submission of the written component, students will have one week to prepare for and deliver a “live” online meeting to present ideas and recommendations related to one of the written prompts. The live meeting will be interactive, and students will be expected to field questions related to their ideas and recommendations. Further information on the detail needed for the presentation component will be given after the student receives approval to participate in the doctoral qualifying exams.

## Dissertation

The dissertation is the capstone of the Ph.D. program and showcases a student’s research skills, critical thinking, and command of theories and data related to a topic of his or her choosing. Prior to working on the dissertation, students must complete all required coursework and pass the doctoral qualifying exams. In order to register for dissertation credit hours, students must be in compliance with the Satisfactory Academic Progress (SAP) policy.

Upon successfully passing the competency exams, students will be assigned to a Dissertation Chair. The Dissertation Chair will select committee members who have experience and expertise related to the dissertation topic. These additional committee members, as well as the chair, serve as the formal dissertation committee for the student.

Ushering the dissertation process along is a student-owned process. Students should meet with their Dissertation Chair to discuss possible dissertation topics and plans for completing the dissertation. Dissertation Chairs can provide perspective on research needed as well as possible measurement strategies. Students should be meeting with the Dissertation Chair on an agreed-upon schedule. Students should also work with the appointed committee members to understand their expectations on key milestones, drafts to be submitted, and so on.

Students should incorporate feedback given by the Dissertation Chair and committee on all iterations of the dissertation deliverables. Students will continue to work on the dissertation to refine it and incorporate feedback until such a point when a decision will be collaboratively made by the student and the Dissertation Chair that a dissertation defense may be scheduled. A date for presenting the final dissertation will be selected by the Dissertation Chair and the student. In the dissertation defense, students will present their materials to the committee and demonstrate their ability to discuss research, hypotheses, data, and findings on their selected topic and respond to questions posed by the committee.

Dissertation defenses are open to the academic community, and individuals outside of the dissertation committee may be in attendance. Typically, revisions to the dissertation will need to be addressed after the defense. After a student has presented his or her findings during the defense, the committee will make one of the following decisions:

- Student does not pass.
- Student passes with major revisions needed; core analyses and/or theories need to be reworked, the literature review needs to be enhanced, and so on.
- Student passes with minor revisions needed; edits needed are likely cosmetic and could include creating a better reading flow in the document or clarifying points or findings for greater impact.
- Student passes with no revisions needed; the committee determines no revisions are needed.

## Optional Professional Portfolio

For the benefit of capitalizing on career opportunities and aspirations, Adler University offers an optional professional portfolio submission. Students are strongly encouraged to build and submit a professional portfolio at the conclusion of the program because professional portfolios and/or examples of student work may be requested during the hiring process. Students will receive constructive feedback on ways to enhance the portfolio for greatest impact. A template will be provided specifying what should be addressed in the portfolio, including course activities, comprehensive exam responses, and dissertation outputs.

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the Doctoral Qualifying Examination.
3. Satisfactory completion of a doctoral dissertation proposal, dissertation, oral defense, and submission of the final document.
2. A cumulative grade point average of 3.0 or higher.
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 Doctor of Philosophy in Industrial and Organizational Psychology.

## COURSE DESCRIPTIONS – ONLINE CAMPUS

### **PCO-001                      Student Orientation                      0 Credits**

Student orientation provides new students with an overview of Adler University policies and procedures, systems, personnel, resources, and organizations. Newly admitted students are expected to complete this mandatory orientation prior to enrollment. Failure to complete orientation prior to the tenth day of their first course may result in dismissal from the program.

### **PCO-003                      Doctoral Student Orientation                      0 Credits**

Student orientation provides new students with an overview of Adler University policies and procedures, systems, personnel, resources, and organizations. Newly admitted students are expected to complete this mandatory orientation prior to enrollment. Failure to complete orientation prior to the tenth day of their first course may result in dismissal from the program.

### **CRIM-500                      Criminological Theory                      3 Credits**

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

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

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

### **CRIM-504                      Mental Health Intersections in Criminal Justice                      3 Credits**

Research has demonstrated a prevalence of mental health disorders among criminal defendants, but the criminal justice system does not have adequate resources to recognize and effectively address mental health issues. The objective of this course is to provide the student with an overview of the intersection of mental health and crime and violence, as well as policies and programs intended to address mental illness in the justice system.

The impact of mental health programs implemented in the system will be discussed, as will the expectation that the system house and manage the mentally ill. Topics will include the nature and prevalence of mental illness among criminal offenders and its comorbidity with substance abuse, competency issues, re-entry and recidivism, and tested treatment strategies. The course will also explore the coexistence of societal inequalities and individuals with mental illness who have contact with the criminal justice system.

**CRIM-506                      Public Policy Issues in Criminal Justice                      3 Credits**  
During the last 50 years, crime in the United States increased then decreased significantly, and a number of theories have been posited to explain changing crime patterns. How are crime and public policy related to one another? The focus of this course is on teaching the policy process including formulation, implementation, analysis, and the social and economic costs of criminal justice policy. Students will also consider the role of research in shaping criminal justice policy and discuss various research methods that are used to evaluate policies. Discussion will consider the relative influence of various perspectives on the policymaking process, from academics to lobbyists, and how justice professionals might affect the inclusion of those most impacted by crime and justice policy.

**CRIM-507                      Research Methods                      3 Credits**  
It is impossible to truly understand the wealth of empirical research that exists in the fields of criminology and criminal justice without understanding the basics of social science research methods. Furthermore, it is not possible to complete a significant work of scholarship without knowing how to apply these methods. This course introduces students to the basics of social science research methodology. Students will be exposed to philosophical debates about ethical and culturally relevant strategies for studying human behavior and will have guided opportunities to critique current research by identifying the research method and design, explaining design limitations, and making recommendations for improvement.

**CRIM-508                      Comparative Criminal Justice Systems                      3 Credits**  
Nations worldwide vary in their definitions and systemic response to crime, and technology has contributed to increasingly interconnected cultures. This course compares criminal justice systems operating throughout the world in order for students to develop a critical perspective of the contemporary U.S. system. Students will learn about the basic worldwide philosophies of criminal justice and will compare their respective approaches to lawmaking, policing, courts, corrections, crime prevention, sentencing, and correctional procedures. In addition, students will discuss pressing contemporary issues related to the impact of globalization on crime, including terrorism, human trafficking, and the drug trade.

**CRIM-509                      Criminal Justice Processes and Institutions                      3 Credits**  
Millions of people each year come into contact with the criminal justice system as victims, offenders, witnesses, or their loved ones. The criminal justice system includes law enforcement, courts, corrections, re-entry, prosecution, probation, and public defense. This course will contribute to the development of an understanding of the system as a whole and how the individual pieces work together – or do not. Students will explore the organizational theory behind the design of criminal justice agencies and critically assess their potential based on organizational design. Students will analyze the guaranteed protections for individuals within the system and how case law and technology are influencing those protections.

**CRIM-512 Capstone in Criminology/Criminal Justice Part 1 3 Credits**

During the first course in their capstone paper, students work closely with faculty to select and refine an issue defined by their personal and professional interests for research and exploration. Students will develop a problem statement, craft a comprehensive literature review, and connect social justice issues to potential solutions. Additionally, the concept of peer review will be examined, and students will engage in peer review of pieces of each other's capstone papers.

**CRIM-513 Capstone in Criminology/Criminal Justice Part 2 3 Credits**

Continuing the work started during CRIM-512, students will use their literature review to identify gaps in knowledge, engage in additional peer reviews, develop an original proposal to improve justice as it relates to their chosen topic, complete and submit a capstone paper, and create a multimedia presentation for their peers.

**CRIM-514 Concepts of Justice 3 Credits**

There is no correct or incorrect answer to the question "What is justice?" However, developing a personal understanding of what justice means will provide students with an important guide in their careers as students and beyond. This course will introduce students to the concept of justice and how it is relevant to developing an understanding of the criminal justice system. Topics will include crime and social control, the development and objectives of criminal law, and how the criminal justice system achieves or fails to deliver "justice." In addition, special attention will be devoted to the conduct of basic criminal justice research, writing, and critical thinking. The primary focus will be on an assessment of the ideas that underlie criminal justice – namely, the nature of crime, law, and justice – and the nexus between them.

**CRIM-515 Community and Social Psychology 3 Credits**

The consideration of individual differences is necessary to develop an understanding of criminal behavior and responses to crime. Furthermore, the interaction among individuals, the community, and criminal justice institutions has a substantial impact on health and well-being. Community psychology studies a wide variety of forces and structures in the community that affect the positive growth, development, and functioning of its members. This course examines, from a diversity perspective, the theories and concepts of social psychology and focuses on strategies that facilitate and promote constructive social change within communities, as it relates to the criminal justice system. Factors related to individual and group identity are examined to facilitate an understanding of the nature of human behavior in groups, institutions, and police and civilian organizations in the criminal justice field. Students will consider the roles of society and dominant culture in the construction and evolution of the self. The course also takes an ecological approach to human functioning, locating health and well-being in the interaction between individuals and the larger systems in which they live and interact. Students will evaluate social, political, and environmental factors that play a role in criminal behavior.

**CRIM-516 Special Topics in Criminology and Criminal Justice 3 Credits**

Criminology is impacted by contemporary issues and advances in science and technology. As such, new issues are often emerging within the discipline. The ability to critically evaluate the complexities and consequences, both intended and unintended, of a contemporary policy and practice and societal attitudes is an essential skill for a socially responsible criminal justice professional. Issues relevant to criminal justice and criminology are in the news every day; perspectives and research on highly relevant topics in this arena

are continuously updated. In order to provide students with information about the most relevant topics in the field, this course subject will be offered about changing topics based on the most contemporary and pressing issues. For example, this course may focus on drug policy, incarceration, terrorism, trafficking, or global crime. It will provide an introduction to the issue, policy implications, and the impacts on individual behavior and attitudes and the collective impact on society.

**EML-500                      Foundations of Emergency Management Systems                      3 Credits**

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

**EML-501                      Law and Politics of Emergency Management                      3 Credits**

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

**EML-502                      Supporting Functional Needs Populations in Disasters                      3 Credits**

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

**EML-503                      Disaster Response, Recovery, and Continuity                      3 Credits**

This course is designed to provide students with the requisite skills to create strategic emergency management plans with an all-hazard focus. Students learn a comprehensive approach to emergency management that includes operational plans to prepare, prevent, protect, respond, and recover. This strategic hazard-specific plan will augment the emergency management planning cycle as a method of maintaining high-level, continual preparedness. This course also integrates the knowledge acquired in subsequent emergency management and continuity planning courses to develop functional operations plans to manage and coordinate complex natural, technological, and political emergencies.

**EML-504                      Psychology of Terrorism                      3 Credits**

This course focuses on the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis is placed on terrorist motives and on how terrorist actions have affected the course of history and current foreign and domestic policies. Different types of terrorist organizations are discussed based on various criteria: motives, means, objectives, geography, and others. Students learn why terrorism continues to be chosen as a mechanism for change in the United States and around the world and how governments can work to limit its effects. Students choose relevant topics for original research and will present information in small-group presentations.

**EML-505                      Leading in Times of Crisis                      3 Credits**

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

**EML-506                      Essentials of Effective Communication                      3 Credits**

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

**EML-507                      Research Methods for Leaders in Emergency Management                      3 Credits**

This course serves as the first course in a two-phase process for completing the capstone project. Students are first required to identify a topic to study related to emergency management. Major methodologies for conducting research at both the conceptual and applied levels are then discussed to assist students in the planning and development of a framework for designing their project. How to critically review current literature, develop a research question, write an abstract or proposal, determine threats to validity, select variables and participants for study, and determine appropriate ethical and culturally relevant strategies for studying human behavior will be discussed.

**EML-508                      Group, Organization, and System Development                      3 Credits**

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

**EML-509                      Private Sector Emergency Management Strategies                      3 Credits**

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

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

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

**EML-511                      Emerging Issues in Emergency Management and                      3 Credits  
Homeland Security**

This special topics course will closely examine trends and changes within the conceptualization of emergency management in the United States. It will focus on timely issues currently shaping the trajectory of the nation's responses to disaster events. Students will contemplate current debates within the realm of emergency management, focusing on topics such as application of technology, private sector and government partnerships, the role of government in grant funding, the role of homeland security and information sharing, the state of national preparedness, and current legal and policy issues.

**EML-512                      EML Capstone Project                      1 Credit**

This course builds on the Research Methods for Leaders in Emergency Management course (EML-507). It is designed to be a culminating experience that offers students the opportunity to integrate the knowledge, skills, and diverse professional experiences they brought with them to the program with knowledge and skills developed in the program. It will link knowing how (knowledge and skills) with knowing why (more in-depth understanding of their skill set and role related to their broader impact on people and communities) by requiring students to apply their knowledge and skills to the topic they chose to study in the research methods course. Areas of focus for the project can include, but are not limited to, developing a new training program, creating a community program, studying emergency management outcomes specific to a recent disaster, or developing a training curriculum and manual. Students will work with agencies or businesses to plan and implement a project that represents a socially responsible and just contribution to the practice of emergency management and will present their findings to their peers, professors, and interested members of the community.

**GSS-520                      Theories of Gender and Sexuality                      3 Credits**

This course provides a survey of foundational, seminal, and emerging theories of gender and sexuality, along with a view of how these theories apply to identity development and societal interactions. Topics covered will include an overview of the spectrum of gender and sexuality studies and Crenshaw's work on intersectionality. Specific theories may include queer theory, postmodern theory, and social constructionism.

**GSS-521                      Social and Cultural Evolution of Gender and Sexuality                      3 Credits**

This course explores social movements, media representations, and the cultural acceptance and exclusion of gender and sexual minorities through a historical lens. The continuous friction between acceptance and exclusionary forces sets the foundation for examining concepts in this course. Milestone movements and countermovements, groups, and participants will be reviewed for their contributions and impacts within the minority communities and society as a whole. Additionally, the evolving portrayal of gender and sexual minorities in the media, and its effect on the cultural landscape, will be analyzed.



**GSS-522 Social Justice, Gender, Sexuality, and the Law 3 Credits**  
Recognizing the impact of law and policy on the experiences and lives of gender and sexual minorities, this course explores those effects both nationally and globally. This course examines laws and policies related to noninclusion in equal protection clauses including marriage, housing, employment, and health services for gender and sexual minorities. Students will analyze the human rights of gender and sexual minorities on an international level. This course discusses approaches to social justice and legal support for gender and sexual minorities with a focus on advocacy and activism.

**HWP-514 Positive Psychology for Health and Wellness 3 Credits**  
This course explores the history, theory, and research methods of positive psychology as it applies to professional settings and the public health sector. Students will be exposed to the methodology in assessment of positive emotions, character strengths, and meaning in life. The course will include an investigation of experiential understanding of positive interventions. Students will have the opportunity to learn how positive approaches may encourage cognitive emotional and character strengths throughout the life span.

**HWP-515 Mindfulness-Based Approaches to Health and Wellness 3 Credits**  
This course provides an introduction to mindfulness and other meditative and mind-body approaches to counseling. The course focuses on theory, technique, and practice. No prior experience with meditation is required, though students must be willing to practice selected techniques daily throughout the semester, as meditative and mind-body techniques cannot be learned through description alone. The class will cover a range of approaches, including mindfulness approaches, yoga, and sensorimotor approaches.

**HWP-516 Biological Bases for Health and Wellness 3 Credits**  
This course provides an overview of biological, physiological, and pharmacological foundations for optimal human development and psychological well-being. Students will be exposed to different explanatory models of human functioning from a naturalistic and holistic organism perspective. An emphasis will be placed on the influence of attitude, motivation, and choice in maintaining healthy and sustainable lifestyles. Further, this course will offer insight into the individual decision-making process and how using proper self-care supports biological health and wellness. The bio-psycho-social-spiritual model for health and behavioral well-being will be critically examined as it applies to illness management and recovery.

**INDS-502 Statistics 3 Credits**  
*Prerequisite: PSY-500.* This course prepares students to conduct statistical analyses using SPSS. Descriptive, inferential, and multivariate statistical techniques will be examined as they relate to decision-making and problem-solving in organizations and systems. This course will also include a consideration of the application of statistical methods within applied research that impacts socially responsible practice within organizations and systems.

**INDS-503 Research Methods 3 Credits**  
*Prerequisite: PSY-500.* This course explores the fundamental concepts of social science research methodology within the field of applied psychology. Students will learn how to conduct literature reviews, establish and evaluate sampling methods and research designs, and recognize variables related to systems evaluation. Students will be exposed to philosophical concepts related to ethical and culturally relevant strategies for studying human behavior and will have the opportunity to critically evaluate research and provide

recommendations for improvement within a variety of settings. This course also serves as the foundation for the capstone project. Students will identify a current or emerging social justice problem within the field of applied psychology, which will serve as their capstone project topic and begin their research as a part of this course. To support completion of the required capstone project, faculty advising will be provided within the course.

**IOP-700                      History and Systems of Psychology in Industrial and                      3 Credits**  
**Organizational Psychology**

This course provides an overview of the history of psychology as a whole and details the evolution of the field over time. Students will explore major ideologies, theories, theorists, and schools of psychology that have contributed to industrial and organizational psychology. This course will focus on those tenets of the field that have been consistent over time while also discussing components that are no longer current. After exploring past and current trends, students will be asked to discuss and reflect on future trends and topics that may be relevant for professionals in this space.

**IOP-701                      Ethical, Legal, and Professional Issues                      3 Credits**

This course examines current and historically relevant ethical, legal, and professional issues in the field of I/O psychology. The course will examine both how I/O professionals can identify and react to ethical, legal, and professional concerns in organizations as well as how I/O professionals are to behave and interact with organizations themselves. Through interactive discussion, students will learn about those areas of the field that have prescribed norms in terms ethical, legal, and professional behavior as well as those situations where discretion and judgment will be needed. Students will also be prompted to explore various case studies and identify potential ethical or legal concerns. The course will allow for discourse in areas where there are multiple accepted viewpoints.

**IOP-702                      Advanced Organizational Theory                      3 Credits**

This advanced course uses the tenets of organizational behavior and organizational theory to explore the factors that most influence successful business decisions and interactions. Insights will be used to address how leaders can understand, act upon, and increasingly strengthen organizational culture, values, ethics, and overall effectiveness. A core focus of the course will be addressing which theories are most appropriate for different business issues and how disparate theories can be harmonized to solve business challenges.

**IOP-703                      Advanced Organizational Development and Change                      3 Credits**

This advanced course leverages change management theories and processes to consider the impact of change on organizations at large and groups within organizations. Students will advise organizations on how to lead meaningful development activities by examining change research, the overall business need for change, and possible risks and rewards for that specific organization. While this course is grounded in organizational development and change research, students will incorporate insights from real-world firms and case studies to create recommendations that are academically informed but practically implementable.

**IOP-704                      Advanced Statistics in IO Psychology                      3 Credits**

This course focuses on how to use statistics to solve for complex human capital business issues. Multiple new analyses will be explored with a large focus of the course being prediction of outcomes from datasets. Example analyses in the course will include regression, MANOVA, and hierarchical linear models. Students will construct simplified business recommendations by analyzing multiple complex datasets and inputs. SPSS will be used to help manage large datasets.

**IOP-705                      Job and Task Analysis                      3 Credits**

This course details the process for conducting job and task analyses in organizations. This process is used across the I/O psychology field to get foundational information used for writing job descriptions, determining organizational career paths, and having a robust understanding of the knowledge, skills, abilities, and responsibilities of each role in an organization. This course serves as a building block for many other topics in the field such as compensation initiatives and employee selection.

**IOP-706                      Advanced Consulting Skills                      3 Credits**

This course focuses on effective consulting by presenting students with common and unique business challenges and exploring possible solutions. Students will be presented with multiple data points on organizational challenges and be asked to find solutions for these challenges with a mock client. Leveraging Block's framework, students will be asked to write proposals, respond to case study information, and interact in real time to questions posed by an outside stakeholder. The course will have interactive components where students will prepare information before a mock business meeting and then be presented with new information with which they will have to craft new ideas, solutions, or next steps in real time during that same meeting.

**IOP-707                      Attitude Theory, Measurement, and Change                      3 Credits**

This course presents students with information on major attitude theories in the field of I/O psychology. Students will explore the inputs to job satisfaction and employee engagement as well as other work attitudes and examine the impact of these constructs in the workplace. Students will provide recommendations for how to increase job satisfaction and other work attitudes within the parameters laid out by mock organizations. Students will be expected to make recommendations that will create significant and lasting change while also recognizing the need to be fiscally responsible and judicious with resources for our mock organizations.

**IOP-708                      Advanced Research Methods and Design I:                      3 Credits  
Qualitative Methods**

This course focuses on qualitative research methods and provides students with hands-on experience to prepare them for the initial stages of the research process. The course provides in-depth analysis and discussion of various qualitative research methods and design approaches in terms of their pros and potential cons when exploring a variety of research questions. Students will also learn how to collect information relevant to research questions that they have and how to write up summaries to capture important information from reviewed literature. Students will identify a hypothesis they want to explore related to dissertation research interests and build a literature review on a topic of their choosing. This is the first of two research courses that build upon one another. IOP-709: Advanced Research Methods and Design II should not be taken until IOP-708: Advanced Research Methods and Design I is successfully completed.

**IOP-709                      Advanced Research Methods and Design II:                      3 Credits  
Quantitative Methods**

This course will cover quantitative research designs and provide students with practical experience in activities required to progress through the research process, building on concepts learned in IOP-708: Advanced Research Methods and Design I. Students will learn how to devise experiments to test hypotheses and how to evaluate the effectiveness

of those designs. The course will incorporate statistical concepts as students will use various data analysis models to analyze experimental data. Students will use SPSS software to aggregate and analyze data. Throughout the course, students will design a study, collect and analyze data, and present their findings in an APA-style paper.

**IOP-710                      Advanced Human Factors                      3 Credits**

This course explores the interaction of humans and various forms of technology within differing environments. Topics include technology and machine displays (for example, visual, auditory), motor skills, information processing, decision-making, and biomechanics. The course is heavily focused on examining human behavior and capabilities to inform how products, technology, and work environments are designed. Students will be presented with human factors design and measurement considerations in a variety of industries and settings.

**IOP-711                      Assessment of Individual Differences                      3 Credits**

This course focuses on how professionals engage in psychological testing in organizations with a broad scope of assessments of individuals and groups. Material will cover rationale and best practices for designing or evaluating different assessment models and instruments as well as how to conduct and implement the assessments within a workplace environment. The course will examine differing theoretical models of assessment as well as the ethical and professional issues that surround practice in this space. The course will also cover the use of assessment data to inform programs within organizations such as recruitment, selection, leadership and development, and succession planning.

**IOP-712                      Advanced Talent Management and Motivation                      3 Credits**

This course covers the impacts of talent management on individuals and within organizations as well as its impact on organizational culture and metrics. Topics will focus on how to create integrated human capital programs and processes and measure the effectiveness of those integrated designs. The course will also stress the design of talent management philosophies, programs, and measurement techniques that drive employee motivation and business impact. Students will learn how to create organizational competency models and integrate those throughout the talent management framework. The course will heavily emphasize the ways in which talent management programs work within business strategies and frameworks to create a harmonized relationship.

**IOP-713                      Leadership and Management                      3 Credits**

This course will explore the roles of leaders and managers in organizations and discuss viewpoints regarding the similarities and differences between each role. Students will learn about various leadership styles individuals possess and how those styles impact organizational culture and team dynamics. Topics will include decision-making structures and the culture created by various management hierarchies. The course will also cover strategies and intervention techniques for developing leadership traits and behaviors.

**IOP-714                      Advanced Performance Appraisal and Feedback                      3 Credits**

This course will analyze the impact of common performance management practices as well as new trends and approaches in assessing individual and group performance within organizations. Topics will include assessing organizational factors that support or inhibit effective performance management as well as how to measure the effectiveness of various performance management initiatives. Additionally, the course will cover common feedback models and give students an opportunity to practice giving feedback using different formats and across assorted organizational simulations.

**IOP-715                      Advanced Recruitment, Selection, and Placement                      3 Credits**

This course will cover key talent management practices related to the recruitment and selection of individuals for employment in various roles and organizations. Students will learn all aspects of the recruitment cycle including determining which roles to recruit for, conducting a job analysis, sourcing candidates, interviewing candidates, and subsequently reviewing data to inform decision-making on the individual's candidacy for the role. Students will also learn about the process for developing legally defensible selection systems, programs, and assessments. The course will cover trends in recruitment and selection over time with an emphasis on areas that have become best practice in terms of attracting and selecting talent.

**IOP-716                      Advanced Group Dynamics                      3 Credits**

This course explores differentiated concepts of interpersonal behavior in small groups. Students will learn about research in the field of group dynamics as well as the applicability of that research to modern organizations. The course will focus on how to enhance the effectiveness of existing small groups and also how to structure small groups based on individual assessment data. Additionally, students will learn about the roles they tend to play in groups themselves to help shape their understanding of their own preferences when operating in a group.

**IOP-717                      Advanced Training and Development                      3 Credits**

This course evaluates theories, methodologies, and best practices for designing and implementing effective training programs in organizations. The course will cover major adult learning theories as well modern application of those theories in training designs and programs. Students will critically analyze processes for developing training content, how to facilitate training, and proper measurement and evaluation of training initiatives. Additionally, the course will emphasize cross-cultural considerations when designing and delivering training programs.

**IOP-798                      Socially Responsible Practice Seminar I                      3 Credits**

This course will address current topics in the I/O psychology field emphasizing socially responsible practice. Specific content to be covered will vary based on what is relevant at the time and will be specified prior to the semester in which the seminar is offered. This course cannot be taken simultaneously with IOP-799: Socially Responsible Practice Seminar II, and will address content that is different from that of IOP-799. Students are encouraged to use the material provided in IOP-798 to inform ideas and direction for the dissertation. During this course, students will also be prompted to begin working on the optional professional portfolio, with guidance provided for content and projects to include in the submission.

**IOP-799                      Socially Responsible Practice Seminar II                      3 Credits**

This course will address current topics in the I/O psychology field, emphasizing socially responsible practice. Specific content to be covered will vary based on what is relevant at the time and will be specified prior to the semester in which the seminar is offered. This course cannot be taken simultaneously with IOP-798: Socially Responsible Practice Seminar I, and will address content that is different from that of IOP-798. Students are encouraged to use the material provided in IOP-799 to inform ideas and direction for the dissertation.

**IOP-800****Doctoral Qualifying Examination Seminar****3 Credits**

The purpose of this seminar is to assess students' mastery of I/O psychology content delivered throughout the program and to gauge students' readiness for future doctoral study. Evidence of this mastery enables program faculty to proceed with further dissertation phases of the program. During this seminar students will be asked to complete written and oral assignments to assess their mastery of I/O program material. Students will be required to complete this seminar before formally beginning the doctoral dissertation process. The content of doctoral qualifying exams is made up of both written responses and a "live" presentation/discussion format.

- **Written component:** Students will receive three prompts and be required to respond, in writing, to two of the three prompts. Written components will include literature reviews and should incorporate research aligned to the student's dissertation topic. Prompts will be given to students three weeks before responses are due. Replies to the prompts will be due by a specific date and time and failure to submit responses by the deadline will render the student's submission ineligible. Late deliverables are not accepted for doctoral qualifying exam submissions. Further information on the detail needed for the written component will be given after the student receives approval to participate in the doctoral qualifying exams.
- **Presentation component:** After submission of the written component, students will have one week to prepare for and deliver a "live" online meeting to present ideas and recommendations related to one of the written prompts. The live meeting will be interactive, and students will be expected to field questions related to their ideas and recommendations. Further information on the detail needed for the presentation component will be given after the student receives approval to participate in the doctoral qualifying exams.

**IOP-801****Doctoral Dissertation****1–3 Credits**

*Course may be taken multiple times for credit.* This course provides support and structure throughout the dissertation process. Students will prepare and complete a prospectus, outlining their dissertation plan. This course will also guide students through the development, presentation, and defense of a formal dissertation proposal. Students will collect and analyze data under the supervision of their Dissertation Chair. Finally, students will complete their work by preparing a complete dissertation and defending their research, data collection methodology, findings and opportunities for further research. Students are required to participate on a weekly basis during this course. The course will be repeated as the student progresses through the dissertation process. The course is graded on a credit/no credit basis, and grades are dependent on the student completing the agreed-upon deliverable at the end of each term.

**MAAP-511****MA Capstone****3 Credits**

*Prerequisites: PSYC-500, INDS-502, INDS-503.* The capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

**MAMC-500                      Evolution of Media in Social Movements                      3 Credits**

As the media landscape has evolved from the stable broadcast mechanisms of the early days of radio and television through the expansion of social media, organizations and individuals have consistently had to adapt to keep pace. This course will give students a foundation in the fundamental platforms of modern communications and the technologies behind digital engagement. With this foundation, the course will examine how social movements are built, how existing power structures can be challenged, and how activists' voices can be amplified through social media.

**MAMC-501                      Psychology of Choice, Narration, and Persuasion                      3 Credits**

The power of communication to inspire social movements is built on the psychology of language, persuasion, and decision-making. Social movements are predicated on constructing organizational frameworks around a theory of change and inspiring people to join the cause. In this course, students will learn about the core principles of linguistics, choice theory and architecture, and applied behavioral psychology. The essentials of motivating individuals and groups, designing incentives, and framing messages will all be explored in depth.

**MAMC-502                      Foundations of Audience Research and Analysis                      3 Credits**

Effective communication relies not just on strategic narrative but also on a comprehensive understanding of the audiences we wish to engage and our impact on them. This course exposes students to quantitative and qualitative audience research methods, online listening and monitoring practices, and social media conversation analysis in order to shape message frameworks, build strategic narratives, and measure impact. Basics of applied statistics, modeling, sampling, and polling methodology will also be explored. In a communications landscape dominated by social behaviors, understanding the dynamics of dialogue, listening, and community responsiveness are all essential aspects of effective engagement.

**MAMC-503                      Fundamentals of User Behavior                      3 Credits**

If we are to move people to social action, we need not only to inspire them, but also to create immersive experiences across multiple platforms that give them opportunities to act. Understanding usage and design patterns, incentives, gamification, affordances of technology and design, and platform-specific actions is crucial to building active, engaged communities. Beyond individual calls to action, the course will examine community-building, knitting individual actions into long-term relationships, and empowering existing community members to drive experiences for new members.

**MAMC-504                      Influence of Technology on Global Movements                      3 Credits**

This course provides a survey of global studies through the lens of technology. The course offers a broad understanding of how technology impacts the lives of people from the local community to regional, national, international, and nonstate arenas. Students will seek to find commonalities across international borders at the same time as they assess the dynamics of media and technology in different regions of the world. Students will look to answer how mobile computing and access to technology drive engagement in the developing world, and how closed and open societies engage media – such as how the Arab Spring and other social and political movements have used technology to challenge existing power structures and how states have used social media to influence, monitor, and neutralize potentially threatening social movements.

**MAMC-505**                      **Winning Digital Campaigns: From Elections to Social Justice Movements**                      **3 Credits**

From the election of Barack Obama to the rise of the Tea Party, this course offers a case-based examination of some of the most highly effective electoral and political campaigns in recent history. Insights from, and analysis of, those victories will be applied to a spectrum of advocacy and social justice organizations. Deconstructing entire programs from strategy through tactics will develop student understanding of how to build and execute winning digital campaigns based on the foundation understanding of media, psychology, communications theory, and experience design. A case-based approach gives students the opportunity to understand campaigns in real-world contexts of issues and outcomes.

**MAMC-506**                      **Essentials of Big Data and Deep Analytics**                      **3 Credits**

Understanding success and defining objectives are crucial to building effective organizations and movements and driving real outcomes and action. Advances in data aggregation, storage, and computing have made real-time analysis of huge data sets possible via a collection of methods and technologies known collectively as “big data.” This course will demystify and unpack those methods and technologies through the lens of how their understanding can drive effective engagement and leadership. Taking advantage of big data principles and concepts to create measurement and analytics systems that drive data-driven decision-making.

**MAMC-507**                      **Narrative-Powered Activism**                      **3 Credits**

Expanding the principles of storytelling, from single channels to an interconnected narrative that spans the entire landscape of networked communications, is how organizations go from compelling to powerful – blending narrative and action into a seamless engagement model. Students will learn to develop an interconnected narrative by building a strategic matrix of communities and tools: content calendaring and planning, responsive protocols, real-time social posture, defining a risk tolerance, and creating processes that allow for agile, opportunistic engagement to further their intended goal. In this course, students will learn content development and editorial planning and how to craft strategic narratives to drive action in a community.

**MAMC-508**                      **Law, Ethics, and Privacy in the Digital Age**                      **3 Credits**

While data mining, information gathering, and user tracking can offer unprecedented value and insights to communications professionals moving a message and measuring impact, these tools also pose new challenges to our relationship with individual privacy. This course will prepare students to tackle the practical, ethical, and legal issues surrounding data and digital media. Students will examine the available acceptable use and privacy policies of major digital players such as Facebook, YouTube, and Twitter to understand how the guidelines evolve and the boundaries a digital strategist must operate within. Students will also look at statutory and regulatory issues (e.g., DMCA, COPPA, and congressional and FTC privacy initiatives) and the impact of their enforcement. Topics around the legal use of content, intellectual property, and copyright will also be explored.



**MAMC-509                      Converting Audiences to Advocates with Paid Digital                      3 Credits**  
**Media Optimization**

Successful organizations take a passive information-receiver on a journey to become a mobilized advocate for your cause. This “ladder of engagement” is the framework that the community is built around. Students will learn how to intentionally optimize the conversion rates at each rung of the ladder in order to drive a deeply engaged community. This course explores testing and optimization techniques for user experience, including content, digital advertising, search engine marketing and search engine optimization, and using the information for formulating communications and digital engagement.

**MAMC-510                      Building and Leading Organizations                      3 Credits**

Communications and engagement are only two elements of a social movement or advocacy organization. In social movements and advocacy organizations, digital engagement and technology are force multipliers for the entire organization, not simply ends to themselves. Students will learn how to define organizational structure, process, and culture that enables innovation and digital engagement. This course will explore the process of knitting communications and engagement together with programs, events, offline volunteer activity, and operations – creating a culture of innovation, technology, and digital engagement across the entire organization. This course will combine real-world case studies from successful organizations while integrating industrial-organizational psychology.

**MAMC-511                      Capstone – Developing Integrated Strategic                      3 Credits**  
**Communications**

This course prepares students to weave together tactical elements into a complete integrated communications structure. Built on the cases of success and the individual elements of effective organizations, this course is designed to integrate all of the previous coursework and engage students as the leaders of a movement and empower them to analyze, organize, and implement social change.

**MAMP-500                      Survey of Military Psychology                      3 Credits**

Military psychology also includes the behavioral health challenges of those who are serving, or have served, and their families – whether in times of peace or conflict. This course covers how the specialty of military psychology was historically established and evolved and how

it is distinguished from other branches of psychology. The various ways military psychology is applied to leadership, organizational behavior, human resources, and operational psychology are explored as well.

**MAMP-501                      Operational Psychology for the Military                      3 Credits**

This course provides students with the opportunity to learn about how operational psychology is used in the military and the effects it has on those who are serving, or have served, and their families. The specific aspects of operational psychology that will be discussed are unit cohesion, industrial and organizational psychology, psychological operations (PsychOps), human terrain intelligence, military intelligence, and the promotion of behavioral health and welfare, among others. Operational psychology practices will be analyzed with a social justice lens.

**MAMP-502                      Mental Health Law and the Uniform Code of                      3 Credits**  
**Military Justice**

This course is designed to provide a basic understanding of civilian mental health law, the

Uniform Code of Military Justice (UCMJ), and the military justice system. Students will examine the history and evolution of both civilian mental health law and the UCMJ and its application in the military environment. Specific jurisdictional issues and case law will be reviewed.

**MAMP-503                      The Psychology of Conflict and Operations Other Than War                      3 Credits**

This course examines the biological, psychological, social, and spiritual impact of conflict and operations other than war. The course also provides students with an understanding of the psychological requirements (i.e., demands and consequences) of military operations ranging from the continuum of conflict (war, insurgency, and terrorism) to operations other than war (disaster response, humanitarian operations, and peacekeeping).

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

This course is a comprehensive study of ethical, moral, and socially just behavior within a military context. This course allows for an exploration of self and negotiation of various worldviews as they relate to the general subjects of just war theory, laws of war, rules of engagement, and the international community's laws governing war and conflict. The course intends to promote both discussion and debate centered on addressing behaviors that uphold the principles of military ethics and social justice, particularly for behaviors that challenge the status quo of organizations that deviate from these standards and codes of conduct.

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

This course examines the impact of cumulative combat stress from a biological, psychological, social, and spiritual perspective. It focuses on the range of psychological distress of those who are serving, or have served, and their families. Causes of distress such as combat exposure, being wounded or permanently disabled in conflict, exposure to weapons of mass destruction, being a prisoner of war, and sexual trauma will be discussed. Students will learn how to distinguish between common and maladaptive reactions to the range of stressful events inherent in exposure to trauma, grief, death, and loss.

**MAMP-506                      Psychological Resilience and Positive Psychology                      3 Credits**

This course explores how resiliency theory and positive psychology can be applied to the military community in an effort to minimize the long-term impact of stress related to life in the military. Students will first review existing programs and then propose potential ways to institute a resiliency framework in various settings. Students will explore the role of educational and prevention programming in mitigating psychological distress by better preparing military personnel for the impact their job can have on individual and family life.

**MAMP-507                      Research Methods                      3 Credits**

This course serves as the foundation for completing the community engagement and capstone projects. Students will identify a current or emerging topic related to their community engagement and capstone projects. To support completion of the required projects, this course introduces students to the basics of social science research methodology. Students will learn how to conduct literature reviews, generate research designs, and select variables and participants for study. Students will be exposed to philosophical debates about ethical and culturally relevant strategies for studying human behavior, and they will have guided opportunities to critique current research by identifying the research method and design, identifying and explaining design limitations, and making recommendations for improvement.

**MAMP-508                      Culture and Diversity in the Military                      3 Credits**

This course provides an overview of the history and evolution of the military culture. Particular focus will be paid to the psychological, sociological, and spiritual dimensions of the military. The impact on leadership, organizational structure, diversity, and military core values will be examined. Special attention will be given to the study of diversity and the cultural characteristics of race, gender, family, age-group, ethnicity, religious beliefs, socioeconomic status, sexual orientation, and its influence on the shaping of today's military culture. Specific milestones such as the desegregation of the military, opening up the military to women, and the repeal of Don't Ask, Don't Tell will serve as case examples for study and discussion. The aim of the course is to provide the learner with a better understanding of military culture in order to develop a better sensitivity in communications and interactions with those who are serving, or have served, and their families.

**MAMP-509                      Department of Defense and the VA Healthcare System                      3 Credits**

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

**MAMP-510                      Substance Abuse in the Military                      3 Credits**

This course examines alcohol and substance use and addictive use disorders, along with other addictive disorders, experienced by those who are serving, or have served, and their families. The biological, psychological, social, and spiritual impact of use within the military will be detailed. Current research literature regarding substance use will be reviewed for evidence-informed models of education, prevention, intervention, and treatment. Information will be provided that will facilitate a basic understanding of the pharmacological, physiological, and medical aspects of substance use. Students will survey the common screening tools used to recognize the signs and symptoms of various forms of substance use within the military community. The historical patterns of alcohol and other drug usage; the introduction of self-help groups; and evolution of prevention, intervention, and treatment delivery systems will be surveyed.

**MAMP-511                      Social Services and Behavioral Healthcare to Veterans,                      3 Credits  
Retirees, Military, and Their Families**

This course will specifically examine the social service and behavioral health systems that are responsible for providing psychiatric, mental health, substance abuse, and family care for those who are serving, or have served, and their families. Following guidance from the Department of Health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA), the course will promote an understanding of promising, best, and evidence-based practices in suicide prevention, mental health, and substance use treatment. Students will learn about both government and nongovernment social and behavioral health services and programs (such as veterans' courts and veterans' homeless programs). They will also learn about strategies to increase appropriate use of various reimbursement methods and Department of Veterans Affairs resources.

**MAMP-512                      MAMP Capstone Project                      1 Credit**

This capstone course provides students with the opportunity to complete a research project that addresses a social or psychological issue of their choosing, consolidating their comprehensive learning throughout the program. This project provides students with a platform to express their intended contributions to the field of military psychology, drawing on their own lived experience, guided research, and exploration of current and relevant literature. In developing their own signature capstone project, students will identify a current or emerging issue within the field of military psychology that is aligned with their interests and future goals and complete an applied research project that demonstrates their military cultural competence and expertise in psychology and the social sciences.

**MAMP-513                      Continuum of Care for the Military, Veterans,  
and Their Families                      3 Credits**

This course examines the social service and behavioral health systems that are responsible for providing psychiatric, mental health, substance abuse, and family care for those who are serving, or have served, and their families. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems within the Department of Defense and Department of Veterans Affairs health care systems. The course will promote an understanding of promising, best, and evidence-based practices in suicide prevention, mental health, and substance use treatment. Students will learn about both government and nongovernment social and behavioral health services and programs (such as veterans' courts and veterans' homeless programs). In addition, they will examine other public and private medical care and behavioral health delivery systems serving veterans. Special focus will be placed on alternative and innovative outcome-oriented programming.

**MIO-502                      Organizational Theory                      3 Credits**

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

**MIO-503                      Research Methods                      3 Credits**

*Prerequisites: MIO-502, MIO-517.* This course introduces students to the basics of social science research methodology within the context of organizations. Students learn how to establish research questions and select the appropriate research design to answer those questions. Sampling and selection of participants, selection of variables, and data collection methods will be reviewed. This course serves as the foundation for completing the Social Responsibility Action Plan (MIO-515). Students will identify a current or emerging social justice problem, which will serve as their topic, and will begin their research as part of this course. To support completion of the required project, guidance on how to conduct literature reviews will be provided.

**MIO-504                      Organizational Development and Change                      3 Credits**

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

**MIO-507                      Consumer and Employee Attitudes                      3 Credits**

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

**MIO-509                      Group Dynamics                      3 Credits**

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

**MIO-510                      Executive Coaching                      3 Credits**

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

**MIO-511                      Training: Theory, Design, and Evaluation                      3 Credits**

*Prerequisite:* MIO-517. This course provides students with a thorough understanding of the role of a training and development practitioner. It will include an analysis of current best practices, including adult learning theory, instructional design/strategy, and program evaluation. The course provides practical opportunity for students to design their own training program and develop instructional strategies appropriate for training programs that are delivered in various formats. Students take a big-picture perspective by understanding the value of training to meet strategic organizational needs and individual employee development needs.

**MIO-512 Talent Selection and Recruitment 3 Credits**

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

**MIO-515 Social Responsibility Action Plan 1 Credit**

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

**MIO-517 Talent Management 3 Credits**

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

**MIO-518 Consulting Skills 3 Credits**

*Prerequisites: MIO-502, MIO-517.* Skilled consultants help clients define and solve problems. This course builds on content introduced in Organizational Development and Change (MIO-504) to deepen student knowledge of the advising profession. Students will learn the intricacies of the consulting profession, analyze the phases of an effective consulting process using Block's framework, and apply consulting skills via a team-based simulation. Sample project proposals will be presented to promote real-world learning, and students will reflect on the important role of the self in building client relationships. Finally, a career spotlight will include exploration of the distinct roles of internal and external consultants.

**MIO-519 Performance Management 3 Credits**

*Prerequisite: MIO-517.* In this course, students learn all aspects of the performance management process, which begins with the organization's goals and standards and is continuously monitored by measuring and evaluating employees, distributing rewards, coaching and training employees, providing feedback, and aligning goals across the levels of the organization. Students learn about threats to performance evaluation accuracy, to include issues of reliability, construct validity, and interrater agreement. Additional topics include rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multinational organizations.

**MIO-520 Workplace Measurement and Performance Management 3 Credits**

*Prerequisite:* MIO-517. In this course, students learn about the various strategies to assess, understand, and improve upon measurable workplace behaviors, attitudes, and topics. Students will learn all aspects of the performance management process, which begins with the organization's goals and standards and is continuously monitored by measuring and evaluating employees, distributing rewards, coaching and training employees, providing feedback, and aligning goals across the levels of the organization. Students learn about rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multinational organizations. As an additional input to organizational data collection, students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed.

**NPM-500 The Nonprofit Sector 3 Credits**

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

**NPM-501 Technical Skills for the Nonprofit Manager 3 Credits**

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

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

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

**NPM-503 Nonprofit Governance: Leadership and Ethics 3 Credits**

Through the use of case studies, this course will explore leadership theory within the context of nonprofit settings, governance with a focus on the role the board of directors, and ethical considerations for leaders and managers of nonprofits. Students will analyze common situations and issues as they pertain to balancing and engaging the interests of the organization's stakeholders.

**NPM-504 Philanthropy and Resource Development 3 Credits**

Understanding philanthropy and the motivation of donors provides a foundation for developing strategies for encouraging giving. This course reviews the history of philanthropy in the United States and how it became embedded in American culture. Students will be introduced to a wide range of strategies for developing and implementing fundraising planning, developing relationships with donors, marketing, and exercising good stewardship

and transparency. Various fundraising techniques such as annual campaigns, soliciting corporate and major donors, special events, and planned giving are presented and applied through course assignments.

**NPM-505                      Capstone One                      3 Credits**

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

**NPM-506                      Research Methods for Social Impact                      3 Credits**

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

**NPM-507                      Advocacy                      3 Credits**

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

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

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

**NPM-509                      Grant Writing                      3 Credits**

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



**NPM-510                      Human Resource and Volunteer Management                      3 Credits**

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

**NPM-511                      Capstone Two                      3 Credits**

In this course, students will further develop the nonprofit organization proposed in Capstone One (NPM-505). Students will build on their work in Capstone One by proposing entrepreneurial programs to address social justice. They will also finalize their fundraising plan and grant proposal, as well as their strategy for recruitment, selection, and retention of staff and volunteers. Students will also explain the role and common structures for planning and evaluation. Finally, students will reflect on their leadership style, including their ability to appreciate diversity of thought, experience, and background and to manage conflict.

**PAC-504                      Public Finance                      3 Credits**

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

**PAC-507                      Public Management and Leadership                      3 Credits**

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

**PPA-500                      Theories of Public Policy and Administration                      3 Credits**

This course introduces students to the historical and theoretical foundations of public policy process and administrative services considering key participants and the environmental context. Students learn how policy is created and reformed, how government services come into existence, how political agendas shape policy and services, the government decision-making process, societal influence on policy development and reform, ethical influences in the policy process and public sector organization, and the four main values in public policy and administration: equity, economy, efficiency, and effectiveness. This course

explores the application of social justice through the consideration of the social, political, legal, economic, and ecological factors in the formation and reform of policy and public service. Students learn to use social justice determinants in critical analysis and problem-solving in policy and administration of public service.

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

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

**PPA-502**                      **Ethics in Public Service**                      **3 Credits**

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

**PPA-505**                      **Quantitative Research Methods**                      **3 Credits**

*Prerequisite: PSYC-500.* This course reviews basic methods and theories of quantitative analysis in the social sciences. Students learn descriptive and inferential statistics as well as studying topics such as sampling, probability, correlations, variance, and statistical analysis. In addition, students design a research study that analyzes societal needs; the effects of policy on public programs; uses measures to monitor progress, efficiency, equity, fraud, and so on. Articles using various types of quantitative research methods are reviewed to build students competence in understanding research methodologies.

**PPA-506**                      **Qualitative Research Methods**                      **3 Credits**

*Prerequisite: PSYC-500.* In this course, students learn how to get detailed and significant information through research methods that use open-ended and in-depth interviewing, with a focus on the key components of qualitative research designs, methods, and analysis. Using qualitative methods in research for policy formation and analysis, or the evaluation of public organizations, this course reviews ethnography, case studies, in-depth interviewing, and various theories of inductive reasoning. Students also study asset-based approaches to needs assessments of communities and are introduced to various styles of participatory research.

**PPA-521**                      **Capstone Project Experience in Public Policy/  
Administration I**                      **0.5 Credits**

The capstone project provides students with the opportunity to apply a myriad of skills, strategies, and approaches to improving a policy or service area within the purview of public administration in an area of student interest. Working independently or in teams, students will design a comprehensive approach to improving a public policy or service that aligns with the University's mission of social justice and creates or significantly strengthens a viable, sustainable solution. Guided by a faculty instructor, the student or student team will identify and examine a policy or service area of concern, applying research methods of analysis, and propose the necessary steps towards a solution that specifically outlines the requisite authority necessary for the change (i.e., legislative, regulatory/administrative). The plan will include a timeline and the specific components of the policy or service solution, funding where indicated, and training or other support mechanisms for implementation. The plan will also include the perspectives of the effected community, where applicable, and associated advocacy and stakeholder groups to help define the problem as well as the solution.

**PPA-522**                      **Capstone Project Experience in Public Policy/  
Administration II**                      **0.5 Credits**

The Capstone provides students with the opportunity to apply a myriad of skills, strategies, and approaches to improving a policy or service area within the purview of Public Administration in an area of student interest. Working independently or in teams, students will design a comprehensive approach to improving a public policy or service that aligns with the University's mission of social justice and creates or significantly strengthens a viable, sustainable solution. Guided by a faculty instructor, the student or student team will identify and examine a policy or service area of concern, applying research methods of analysis, and propose the necessary steps towards a solution that specifically outlines the requisite authority necessary for the change, i.e. legislative, regulatory/administrative. The plan will include a timeline and the specific components of the policy or service solution, funding where indicated, and training or other support mechanisms for implementation. The plan will include the perspectives of the effected community, where applicable, and associated advocacy and stakeholder groups to help define the problem as well as the solution.

**PSYC-500**                      **History and Systems for Applied Psychology**                      **3 Credits**

This course focuses on the conceptual origins and evolution of modern ideas in applied psychology, with an emphasis on historical and contemporary viewpoints that have influenced and shaped accepted models and systems within the field. Students will examine major theories, frameworks, and historical influences in relation to the current practice of applied psychology. The course will include a consideration of the early philosophers and the modern integration of theory and applied research. Students will evaluate the social, cultural, political, and scientific contexts that fostered the origins and development of applied psychology and analyze multifaceted issues related to the development of the discipline.

**PSYC-501**                      **Ethics and Socially Responsible Practice for Applied Psychology**                      **3 Credits**

This course focuses on establishing and promoting ethical and socially responsible practice within the field of applied psychology. Students will evaluate human rights, welfare, and public health and safety of groups and individuals as these constructs relate to the practice of applied psychology. This course will prepare students to apply socially responsible practice and leadership approaches within a variety of environments and systems. Students will explore foundations and delivery systems for building effective and ethical organizations, groups, and systems. Students will also apply ethical strategies for problem-solving, explore best practice models within social justice-focused delivery systems, and evaluate the integration of ethical frameworks in communities and public and private sector systems.

**PSYC-504**                      **Life Span Development**                      **3 Credits**

*Prerequisite: PSYC-500.* In this course, students explore the stages and transitions of physical, cognitive, emotional, and social development across the life span. The course includes a consideration of cross-cultural, gender, familial, and historical perspectives as they relate to life span development. The course will focus on the interaction and relationships between genetic and environmental influences on human development. Course content areas will include personal and interpersonal growth across the life span, Adlerian birth order and family constellation theory, perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction within a variety of systems. Students will explore the application of the aforementioned concepts to the practice of applied psychology throughout the course.

**PSYC-505**                      **Diversity and Individual Differences**                      **3 Credits**

*Prerequisite: PSYC-500.* In this course, students will examine the value and nature of diversity and individual differences within groups, communities, and global environments in contemporary society. The course will explore the meaning and dimensions of diversity from an individual and systems perspective and the various contexts of diversity at the individual, group, domestic, organizational, and global level. Concepts such as power, privilege, individual and group identity, age, gender, sexual orientation, culture, race, ethnicity, religion, socioeconomic status, and health and ability status will be examined. The course will emphasize experiential and theoretical learning, including self-reflection and the exploration of personal identity, so that students may develop and apply culturally and socially responsive skills and attitudes within their personal and professional lives. Research, theoretical frameworks, and models for understanding diversity and identity will be presented throughout the course for personal and professional development, and students will integrate diverse perspectives into their personal and professional practice as socially responsible practitioners within the field.

**PSYC-506                      Adlerian Psychology: Community Applications                      3 Credits**

*Prerequisite: PSYC-500.* Adlerian Psychology takes an ecological approach to human functioning, focusing on health and wellness in the interaction between individuals and larger social systems. Dysfunction results from not having a well-developed sense of social interest and connectedness that leads to a misguided notion of place and withdrawal from effective functioning in work, social relations, and intimacy. This area of psychology is also primarily concerned with strength-based interventions and strategies that encourage collaboration across multiple systems and disciplines. In this course, students will explore the impact of Adlerian principles on quality of life for individuals, communities, and systems within diverse global communities. Students in the course will analyze contributions of Adlerian psychology in a holistic system including social interest/community feeling, belonging, functioning horizontally versus vertically, collaboration, inclusion, shared responsibility, shared commitment, mutual respect, shared ownership and problem-solving, and the role of phenomenology in the creation of individual and collective mental models. Students will explore theory and research on community applications of Adlerian psychology as they address problems related to a range of pervasive social issues that impact the health and welfare of individuals, communities, and systems. This course will also include a consideration of intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism, fundraising, and policy analysis.

**PYSC-507                      Social Psychology                      3 Credits**

*Prerequisite: PSYC-500.* In this course, students explore the major theories, principles, research findings, and experimental methods of social psychology. Students will evaluate social issues within multiple environments and systems. This course will include an examination of the impact of cognition, perception, and behavior of individuals and groups within diverse systems. The course will explore content areas such as the social construction of self, interpersonal and intrapersonal attitude development and cognition, group dynamics, social learning, conformity, prejudice, altruism, aggression, obedience, compliance, and stereotypes. Students will propose socially responsible solutions to a wide variety of social problems impacting quality of life.

**PSYC-508                      Social Determinants of Mental Health                      3 Credits**

*Prerequisite: PSYC-500.* In this course, students will examine social determinants of mental health and dysfunction within society. The course will examine the ways in which contemporary social forces, such as globalization, impact the health and well-being of individuals within society. Students will examine the impact of social and cultural values, legislation, public policy, systems functioning, and institutional practices on collective behavioral health outcomes. The course will include a consideration of the complementary roles of structural and behavioral health interventions in the promotion of health and well-being and the amelioration of inequities and disparities that inhibit effective functioning. The course will also include a consideration of intervention strategies and the evaluation of solutions that promote advocacy and socially responsible practice. Students will analyze approaches that support the health and welfare of the most vulnerable and marginalized populations in society.

**PSYC-509 Cognitive, Affective, and Biological Bases of Behavior 3 Credits**

*Prerequisite:* PSYC-500. This course explores historical and contemporary research on cognitive, affective, and biological determinants of behavior throughout the life span. Students will explore practical applications of research on brain development, emotional experiences, reality, perception, language, behavioral responses, learning, memory, and behavioral health functioning. This course will critically evaluate the impact of cognition, emotion, gender, and biology on self-regulation and well-being and will examine the biopsychosocial determinants of behavior within culture and society and through the context of socially responsible practice within communities.

**PSYC-511 MA Capstone 3 Credits**

*Prerequisites:* PSYC-500, INDS-502, INDS-503. The capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will provide students with the ability to communicate socially responsible recommendations and solidify their intended contributions to the field of applied psychology. Students will identify a current or emerging social justice problem within the field of applied psychology and complete an applied research project that demonstrates their mastery of culturally competent engagement as a practitioner of social justice.

**PSYC-512 MA Thesis 1-3 credits**

*Prerequisites:* INDS-503, PSYC-500, PSYC-501, PSYC-505, PSYC-506, PSYC-508, PSYC-509. This course may be taken multiple times for credit. MA Thesis is a student-directed study conducted in consultation with an assigned Chair and reader in an area of applied psychology with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process. Students will build upon the research that they proposed during Research Methods (INDS-503) and prepare and complete a thesis proposal, Institutional Review Board (IRB), conduct research, finalize and defend their thesis.

**PSYC-513 Multicultural Youth Development 3 Credits**

This course provides an overview of theory and techniques in youth development. The course offers an overview of the various social systems that affect child and adolescent development and well-being. Further, the course will address the natural development of children as they mature over time along with the progressive maturational milestones that young people may experience. Students will also design programs to intentionally enhance, support, and facilitate the optimal development of young people or families. Students will examine development processes as they occur in cross-cultural contexts.

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

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

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

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

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

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

**SJP-515                      Social Justice Practicum I                      0.5 Credits****SJP-516                      Social Justice Practicum II                      0.5 Credits****SJP-517                      Social Justice Practicum III                      0.5 Credits****SJP-518                      Social Justice Practicum IV                      0.5 Credits**

The Social Justice Practicum (SJP) is a first-year, non-clinical and non-discipline specific experiential practicum that begins in the second course period of the student's program. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of

online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and life credit is not admissible to meet this requirement.

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## ACADEMIC CALENDAR 2018-2019 – ONLINE CAMPUS

(Subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)

<b>Fall I 2018: August 29, 2018 – October 23, 2018</b> <b>Fall II 2018: October 24, 2018 – December 18, 2018</b>		
Event	Date	Comments
First Day of Classes – Fall I	Wednesday, August 29, 2018	
Labor Day	Monday, September 3, 2018	Holiday
Last Day to Add or Drop Courses	Friday, September 7, 2018	
Last Day to Withdraw with a W Grade	Tuesday, September 25, 2018	
Indigenous Peoples' Day	Monday, October 8, 2018	Holiday
Last Day of Classes – Fall I	Tuesday, October 23, 2018	
First Day of Classes – Fall II	Wednesday, October 24, 2018	
Grades Due – Fall I	Thursday, October 25, 2018	
Last Day to Add or Drop Courses	Friday, November 2, 2018	
Degree Completion & Graduation Applications Due – Spring I 2019 and Spring II 2019 Degree Completers	Monday, November 12, 2018	Applications are due for students scheduled to complete degree requirements in Spring I 2019 and Spring II 2019. <b>The application is required regardless of your participation in the commencement ceremony.</b>
Last Day to Withdraw with a W Grade	Tuesday, November 20, 2018	
Thanksgiving	Thursday, November 22, 2018	Holiday
Day after Thanksgiving	Friday, November 23, 2018	Holiday
Last Day of Classes – Fall II	Tuesday, December 18, 2018	
Break	Wednesday, December 19, 2018 – Tuesday, January 1, 2019	
Grades Due – Fall II	Thursday, December 20, 2018	
Christmas Eve	Monday, December 24, 2018	Holiday
Christmas	Tuesday, December 25, 2018	Holiday

**Spring I 2019: January 2, 2019 – February 26, 2019****Spring II 2019: February 27, 2019 – April 23, 2019**

<b>Event</b>	<b>Date</b>	<b>Comments</b>
First Day of Classes – Spring I	Wednesday, January 2, 2019	
Last Day to Add or Drop Courses	Friday, January 11, 2019	
Martin Luther King Jr Day	Monday, January 21, 2019	Holiday
Last Day to Withdraw with a W Grade	Tuesday, January 29, 2019	
Presidents' Day	Monday, February 18, 2019	Holiday
Last Day of Classes – Spring I	Tuesday, February 26, 2019	
First Day of Classes – Spring II	Wednesday, February 27, 2019	
Grades Due – Spring I	Thursday, February 28, 2019	
Last Day to Add or Drop Courses	Friday, March 8, 2019	
Degree Completion & Graduation Applications Due – Summer I 2019, Summer II 2019, Fall I 2019, and Fall II 2019 Degree Completers	Monday, March 11, 2019	Applications are due for students scheduled to complete degree requirements in Summer I 2019, Summer II 2019, Fall I 2019, and Fall II 2019. <b>The application is required regardless of your participation in the commencement ceremony.</b>
Last Day to Withdraw with a W Grade	Tuesday, March 26, 2019	
Good Friday	Friday, April 19, 2019	Holiday
Last Day of Classes – Spring II	Tuesday, April 23, 2019	
Break	Wednesday, April 24, 2019 – Tuesday, April 30, 2019	
Grades Due – Spring II	Thursday, April 25, 2019	

## ACADEMIC CALENDAR 2018-2019 – ONLINE CAMPUS

(Subject to change; please ensure you have the most up to date calendar located on the Registrar page on Adler Connect)

Summer I 2019: May 1, 2019 – June 25, 2019 Summer II 2019: June 26, 2019 – August 20, 2019		
Event	Date	Comments
First Day of Classes – Summer I	Wednesday, May 1, 2019	
Last Day to Add or Drop Courses	Friday, May 10, 2019	
Memorial Day	Monday, May 27, 2019	Holiday
Last Day to Withdraw with a W Grade	Tuesday, May 28, 2019	
Last Day of Classes – Summer I	Tuesday, June 25, 2019	
First Day of Classes – Summer II	Wednesday, June 26, 2019	
Grades Due – Summer I	Thursday, June 27, 2019	
Independence Day	Thursday, July 4, 2019	Holiday
Last Day to Add or Drop Courses	Friday, July 5, 2019	
Last Day to Withdraw with a W Grade	Tuesday, July 23, 2019	
Last Day of Classes – Summer II	Tuesday, August 20, 2019	
Break	Wednesday, August 21, 2019 – Tuesday, August 27, 2019	
Grades Due – Summer II	Thursday, August 22, 2019	

## ADMISSION POLICIES AND PROCEDURES – VANCOUVER CAMPUS

### Application Process

Adler University takes pride in its diverse student body, representing a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. The University admits individuals with a record of outstanding academic achievement and a commitment to social responsibility. Ideal candidates for admission are those who will make a difference in their communities and the lives of the individuals and families they serve upon graduation.

All applicants should fulfill the minimum admission requirements for the program they choose and must demonstrate acceptable proficiency in spoken and written English. Applicants nearing completion of a baccalaureate degree may apply for early admission contingent on successful completion of the undergraduate degree.

Applicants must submit the following:

- Adler University Application for Admission.
- Application fee (\$30.00).
- Autobiographic essay/statement of purpose.
- Resume or curriculum vitae.
- Official transcripts from all colleges or universities attended.
- Three letters of recommendation accompanying the Adler University recommendation form.
- Graduate Record Examination (GRE) scores – recommended. (The GRE general test is required for applications to the Doctor of Psychology in Clinical Psychology program.)

Application forms can be completed online or mailed to the Office of Admissions, Vancouver Campus. Students submitting U.S. or Canadian transcripts should have official transcripts sent directly to the Office of Admissions, Vancouver Campus. Other international transcripts must be evaluated by a transcript evaluation service such as the WES-ICAP evaluation from World Education Service ([wes.org](http://wes.org)) or Educational Credential Evaluators ([ece.org](http://ece.org)). Please contact the Office of Admissions for specific transcript evaluation requirements.

### Application Deadlines

While applications are accepted throughout the year, the following deadlines ensure that students receive full consideration. Programs fill early, and applicants are strongly encouraged to begin the application process at least 6 to 12 months before their desired term of entry.

**VANCOUVER CAMPUS**

<b>Admissions Deadlines</b>	<b>Early Consideration</b>	<b>Priority</b>	<b>Space Available</b>	<b>Term of Entry</b>
Psy.D. Clinical Psychology	December 1	February 15	Contact Admissions	Fall
M.A. in Counselling	February 1	April 1	Contact Admissions	Spring* and Fall
Master of Counselling Psychology	February 1	April 1	Contact Admissions	Spring* and Fall
M.A. in Counselling Psychology: School & Youth Concentration	February 1	April 1	Contact Admissions	Fall
Master of Counselling Psychology: School & Youth Concentration	February 1	April 1	Contact Admissions	Fall
Master of Counselling Psychology: Art Therapy	February 1	April 1	Contact Admissions	Fall
M.A. in Organizational Psychology	February 1	April 1	Contact Admissions	Spring* and Fall
Master of Public Policy Administration	February 1	April 1	Contact Admissions	Fall

\*Applications for the spring term (January starting date) are accepted on a rolling basis.

## Evaluation of Applicants

Completed applications will be reviewed by the Admissions Committee. Applicants who are approved by the Admissions Committee will then be scheduled for an interview with at least one member of Adler University faculty (Psy.D. interviews are scheduled with a panel of two Psy.D. faculty members).

Applicants are evaluated on many factors, including the following:

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

## Acceptance of Admission

Applicants who are offered admission to an Adler University, Vancouver Campus, program have 15 days to accept the offer. Those who accept must return a signed statement of acceptance along with a \$300 (doctoral applicants) or \$200 (master's applicants) nonrefundable tuition deposit, which will be credited toward payment of the first term's tuition and fees. Applicants for admission may receive a refund of the tuition deposit if a letter requesting cancellation is received within five working days after their statement of acceptance is received by the University; otherwise, admitted applicants who choose not to enroll forfeit their deposit.

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

## Deferring Admission

Students who have been fully admitted into a degree program may be able to defer their admission for up to one year from their original term of admission. To defer admission, students must have their statement of acceptance along with the appropriate tuition deposit, a \$500 nonrefundable deferral fee, and a statement indicating why they would like to defer their admission on file with the Office of Admissions, Vancouver Campus. Students who are approved to defer their admission will be notified in writing and will be subject to program requirements in effect at the time of the new application. Students who defer admission but do not matriculate will forfeit their deferred deposit fee and must reapply for admission as outlined in the Application Process section of the current catalog. The Office of Admissions, Vancouver Campus, does not maintain student files for students who do not enroll by their intended start date.

## International Applicants

In addition to submitting a completed application, all transcripts from outside of North America must be evaluated by a transcript evaluation service, World Education Service ([wes.org/ca](http://wes.org/ca)) or Educational Course Evaluation ([ece.org](http://ece.org)). All official transcripts and official translations if not in English, as well as a course-by-course international credential evaluation, must be submitted.

If you order the WES ICAP ([wes.org/ca](http://wes.org/ca)) course-by-course analysis, you will only be required to submit your official international credential evaluation to Adler University, as this service provides a verified copy of your official transcripts and translations to the University. Prospective students should send all transcripts and order the course-by-course analysis.

### English Language Proficiency Assessment

Applicants whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Students who have earned a bachelor's or master's degree in an accredited program in Canada or the United States may not be required to take the TOEFL.

Applicants must request that language proficiency test scores be sent directly to the University by the testing service. These test results are valid for two years only.

**TOEFL ([ets.org/toefl](https://ets.org/toefl))**

The Adler University, Vancouver Campus, code number for receiving test scores is 6215. Applicants who take the paper-based TOEFL must receive a minimum score of 580. Applicants who take the computer-based TOEFL must receive a minimum score of 240. Applicants who take the Internet-based TOEFL must receive a minimum score of 92, with a score of at least 22 on each of the four sections.

**IELTS ([ielts.org](https://ielts.org))**

Applicants who take the IELTS must receive a minimum Academic score of 7 overall, with no band score lower than 6.5.

**Study Permit**

International students possessing citizenship from a country outside of Canada must apply for a study permit. For more information, please contact [cic.gc.ca](mailto:cic.gc.ca). Once enrolled in an Adler University program, students must pay tuition and fees according to the University's payment schedule.

**Working Off Campus – International Students**

International students studying at Adler University's Vancouver Campus qualify to work off campus.

**Students-at-Large/Non-Degree Seeking**

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

Applicants for SAL/NDS status must submit a completed application, nonrefundable \$50 application fee, an autobiographical essay/personal statement, a resume or curriculum vitae, and official transcripts from all undergraduate and graduate schools attended. Applications will be reviewed by the Admissions Committee, and acceptance to take courses in a program will be authorized by the Program Director. 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 Adler University Catalog. The course selection will need to be authorized by the Program Director, who can deny access to particular courses (e.g., clinical courses). Graduates of Adler University degree programs who are approved as SAL/NDS students may take up to 18 credits within one academic year. SAL/NDS students are not eligible for financial aid and may not enroll in courses that are reserved for students fully admitted to particular degree programs. Appropriate courses taken for credit may apply toward

completing a degree for SAL/NDS students who are admitted to a degree program within one year of completing SAL/NDS courses. Successful completion of coursework, however, does not guarantee admission to a degree or certificate program. A student-at-large whose application to a degree or certificate program has been denied may not enroll in further courses or continue as a student-at-large.

Because students-at-large are limited to a total of nine credit hours of coursework within one academic year, persons who plan to pursue a degree or certificate program should apply for admission at the earliest opportunity. Students-at-large who have completed nine credit hours of courses may not register for additional courses until such time as they have been formally admitted to a degree or certificate program. Those who seek admission to a degree or certificate program within one year of completing their last course as SAL/NDS students will not be required to pay an additional application fee for the admissions application, but they will be required to submit additional information as is required to make that degree program application complete.

## Changing or Adding Programs

Doctoral students may apply to add a master's degree program, and master's degree students may apply to change from one of Adler University master's degree program to another by submitting the appropriate application forms. Students must satisfy admission requirements for the degree or certificate program at the time of application to the new program. Acceptance into and/or successful completion of one degree or certificate program neither constitutes nor guarantees admission to another program. A particular master's degree program can limit or restrict changes/transfers into their programs.

Master's degree students who wish to apply to a doctoral program are encouraged to have completed at least 24 credit hours of graded coursework and be actively engaged in a clinical practicum before applying. Students are required to submit a doctoral program application, meeting all deadlines and requirements of that program (please see above). Students from master's programs who have been accepted to a doctoral program must complete all requirements for their master's degree no later than one year after acceptance.

## Readmission

Students who were previously enrolled at Adler University but withdrew from their degree program or were administratively withdrawn may submit a new application for admission no less than one year from the date of withdrawal and will be evaluated according to current admission requirements (assuming their administrative withdrawal did not prohibit readmission). If readmitted, applicants/students are subject to the program requirements in effect at the time of the new application. This also applies to students who seek to return to the University following a withdrawal in good standing.

When previously withdrawn students are granted readmission to Adler University or when alumni apply for admission to a different program, a case-by-case review of the student's prior academic record will be done to determine whether credit can be granted for formerly completed coursework. Many factors are pertinent to the University's determination to give credit for previously completed coursework, including but not limited to (1) the length of time that has passed since the coursework was originally completed, (2) the grade earned



in the course, (3) the performance evaluation completed by the student's advisor/supervisor, and (4) curriculum changes that may have occurred and been formally instituted since the student's withdrawal from the University. There are no fixed and absolute rules regarding granting credit for previously completed coursework. Instead, a formal review of the unique academic and training history of each applicant will occur, and a determination will be made at the discretion of the Admissions Committee in consultation with the Program Director. A formal audit of previously completed coursework will be undertaken only after enrollment into a degree program.

## Transfer Credit

Students accepted for admission may be granted transfer credit for graduate-level courses previously taken at another accredited institution. Upon enrollment into a degree program, a review of the unique academic and training history will occur, and a determination will be made at the discretion of the University. Requesting transfer credit is an extensive process that involves a review of previous academic work, including syllabi and grades earned. It is Adler University policy that transfer credit must be requested with all supporting documentation received by the end of the second semester of enrollment (for the Psy.D. program, transfer credit applications are only accepted prior to commencement of the degree and following acceptance and deposit by the student).

Transfer of credit is subject to the following conditions:

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

A maximum of 12 credit hours from other accredited institutions may be transferred into a master's program, and a maximum of 24 credit hours may be transferred into the Doctor of Psychology (PSYD) in Clinical Psychology program. Transfer credit decisions evaluated for the Psy.D. involve use of additional criteria that are clarified in the Psy.D. Transfer Credit policy that is shared with accepted and deposited students. Students will be charged a transfer of credit fee for each course evaluated for transfer consideration. Please reference the current schedule of fees and tuition schedule for transfer of credit fee information.

## ACADEMIC POLICIES AND PROCEDURES – VANCOUVER CAMPUS

### Class Attendance

Students are responsible for regular and punctual attendance during each class session. Students who expect to miss or arrive late for a class must notify the instructor in advance. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade. Students who miss more than two classes in a semester, for courses that meet once a week over a fall or spring semester, will receive a grade of F (fail). For courses that meet on a weekend intensive format, which involves three or fewer class meetings in a semester, missing one class will result in a grade of F (fail). For courses that meet once every other week (e.g., seven full-day class meetings) over a fall or spring semester, students who miss more than one class in a semester will receive a grade of F (fail). Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester will receive a grade of NC (no credit) and be referred to the Training Committee for review.

**Summer Term:** Students who miss more than six hours of classroom instruction in the summer semester, for courses that meet once a week over a 13-week semester, will receive a grade of F (fail). For courses that meet on a weekend intensive format, which involves three or fewer class meetings in a semester, missing one class will result in a grade of F (fail). For courses that meet once every other week (e.g., six full-day class meetings over a 13-week semester), students who miss more than six hours of classroom instruction in a semester will receive a grade of F (fail). Students who receive a grade of F (fail) for any course must repeat the course.

### Application of the Attendance Policy

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

Instructors consider extenuating circumstances and/or student accommodation needs when applying the class attendance policy and, therefore, have some discretion in providing accommodations to students whose attendance breaches the standard. Instructors may develop an alternative plan for students who are unable to comply with the attendance policy, but only if the plan enables the student to meet the course exit competencies.

## Credit Hour Policy

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

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

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one term.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Adler University operates on a term-based calendar. A term is defined as a term of 15 weeks. Instruction is scheduled over three terms. Fall and spring terms are full semesters. The summer term is composed of a condensed semester of 13 weeks. Adler University also offers courses throughout the academic year in sessions of varying lengths shorter than the full term.

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

A one-credit class requires a minimum of:

- 14 contact hours per term.
- 30 hours of outside work per term.
- A total of 44 hours of student engagement per one-credit course, per term.

A two-credit class requires a minimum of:

- 28 contact hours per term.
- 60 hours of outside work per term.
- A total of 88 hours of student engagement per two-credit course, per term.

A three-credit class requires a minimum of:

- 42 contact hours per term.
- 90 hours of outside work per term.
- A total of 132 hours of student engagement per three-credit course, per term.

**Short-Term Courses:** Half-term courses (eight weeks), summer session courses, and other courses offered over an abbreviated period of time will require the same amount of classroom and out-of-class work per credit hour as required of full-term courses, with work distributed over the shorter period of time.

**Practicum, Fieldwork, and Internship:** These courses require the completion of an institutionally sanctioned academic activity that is equivalent to the amount of work stipulated in paragraph (1) that may occur over a different amount of time.

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

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

## Statement of Student Responsibilities

Adler University expects that students will:

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

## Academic Status

### ACADEMIC GOOD STANDING

To remain in academic good standing, a student must:

1. Maintain consistent enrollment.
2. Take a course load that ensures steady movement toward degree completion within the maximum time limits outlined in the catalog.
3. Meet all academic, comportment, and professional standards as well as applicable program requirements.
4. Maintain a minimum cumulative grade point average of 3.5 on a 4.0 scale.

### ACADEMIC PROBATION

Students will be referred by the Office of the Registrar to their Academic Advisor for Academic Probation if any of the following conditions occur:

1. Earn two grades or more in the range of C to B.
2. Earn a single D, F, or NC grade without a prior history of low grades (B or B+).
3. Earn three or more grades of B+.
4. Fall below a minimum cumulative GPA of 3.5 on a 4.0 scale.

The transcript of a student who has been referred to the Faculty/Academic Advisor based on the above criteria will carry the notation of "Academic Probation" for a minimum of two consecutive terms.

## ACADEMIC DISMISSAL

Students will be referred to their Academic Advisor for consideration of Academic Dismissal based on the following:

1. Earn two or more grades of D, F, or NC.
2. Earn a third grade of B, B-, or C.
3. Fail to maintain a minimum cumulative GPA of 3.5 on a 4.0 scale for two semesters.
4. Fail to comply with any prior academic remediation plan.

The transcript of a student who has been dismissed will carry the notation “Academic Dismissal.” Students who have been dismissed for academic reasons are ineligible to reapply to the University.

## Satisfactory Progress

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

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

Master’s students should complete a minimum of 12 credit hours every 12 months and must satisfactorily complete all of the requirements for graduation within five years of the date of first registration following admission to the program. For degree programs with more than 60 total credits, students may need to take up to 14 credits every 12 months in order to complete their degree requirements within five years.

Doctoral students should complete at least 18 credit hours every 12 months and satisfactorily complete all requirements for graduation within seven years of the date of first registration following admission to the program. Students enrolled in dissertation or internship are considered to be maintaining minimum credit requirements for satisfactory academic progress.

## STUDENT REFERRAL POLICY

Adler University requires all students to uphold the highest standards of academic, personal, and professional conduct, as outlined in the Student Conduct and Comprehensive Evaluation Statement (SCCES) signed at orientation and Student Responsibility Statement (SRS) located in the Student Handbook. The Student Referral Policy applies to all academic, professional, and training-related conduct of students, including online, on campus, and at the training and professional sites. The University reserves the right to exercise jurisdiction over events or actions occurring off campus or in virtual communities where Adler University’s community interest is affected. This policy is designed to contribute to the personal as well as professional growth of the students and to ensure the welfare of the University and its related communities. When students breach one or more of the Student Responsibilities as outlined in the SCCES and SRS, any member of the Adler community can alert the respective Program Director by submitting a Student Incident Referral form. Other members of the Adler academic community also can report student breaches of other pertinent conduct, classroom, or academic policies. In the event of challenges in Academic Status as described in our policies related to Academic Probation and Academic Dismissal, the Office of the Registrar will contact the student’s Faculty/Academic Advisor, who will advise the Program Director.

The Program Director will determine the level of severity of the concern in accordance with the respective policy (e.g., Academic Status, SCCES, SRS, or other policies) and direct the referral to either a program-level or campus-level response, as outlined below.

### PROGRAM-LEVEL RESPONSE

There are two possible program-level responses: Faculty/Academic Advisor response or a Student Development Committee response. The Program Director in consultation with the student's Faculty/Academic Advisor will decide which of the responses would be most effective given the details of the referral.

- **Faculty/Academic Advisor:** The Faculty/Academic Advisor works with a student on either academic and/or comportsment-based referrals. The Advisor, in consultation with the Program Director, can decide to place a student on probation, which is an early and structural assistance plan to support students in successfully navigating the policy breach and completing their program. Referral from the Office of the Registrar based on academic standing will minimally result in probation. Failure to successfully fulfil the remedial action plan outlined in the probation can lead to referral to either the Student Development Committee or the Student Comprehensive Evaluation Committee or to a recommendation for dismissal from the program.
- **Student Development Committee:** The Student Development Committee (SDC) is a program committee that is struck to monitor a student's Academic Status and compliance with Student Responsibilities in either the SRS or the SCCES, and other pertinent policies. The SDC reviews supporting documentation (e.g., grade reports, incident forms, policy breaches), determines the level of severity of the concern, places a student on probation, and directs the student to take remedial action. Failure to successfully fulfil the remedial action plan outlined in the probation can lead to referral to the Student Comprehensive Evaluation Committee or a recommendation for dismissal from the program.

### CAMPUS-LEVEL RESPONSE

The Program Director, in consultation with the student's Faculty Advisor, can decide to refer the student to the Student Comprehensive Evaluation Committee (SCEC), a cross-program faculty-based committee struck at the request of the Executive Dean. SCEC deals with serious or repeated breaches of policy (e.g., Academic Good Standing, SCCES, SRS). The SCEC will evaluate the referral and deliver a decision on the outcome, which could include a plan for remediation if appropriate or dismissal from the program.

### APPEALS

Students may appeal the referral outcomes by following the General Student Grievance and Appeal Policy (Vancouver Campus) as outlined in the Student Handbook, posted online at Adler Connect under Student Affairs.

## Qualifying Examinations

In addition to satisfying coursework, practica, and other program requirements, master's and doctoral programs require qualifying exams that differ by program. Please consult the requirements for each program. Qualifying examinations are important requirements, providing students with the opportunity to integrate course material and practical training, reflect on the educational and training experiences, and apply their learning to clinical and social issues. In addition, the exams enable faculty to evaluate students' progress toward expected learning outcomes.

## Registration

Term schedules are published and updated online via WebAdvisor. Students register online, and registration deadlines are published each term. Please consult the academic calendar for specific dates. Grades and credit are forfeited if a student is not officially registered for a course or exam. Students who wish to take more than 15 credits within a semester must receive written approval from their Program Director or Faculty/Academic Advisor.

Students wishing to add courses or exams after the published add/drop period must submit a written request and written approval from the course instructor via email to the Office of the Registrar. Payment in full is due to Student Finance before the course or exam can be added to the student's academic record. Financial aid recipients should consult with the Office of Financial Aid. Students risk forfeiture of all earned grades if they are not officially registered for a course or exam.

## Full-Time, Half-Time and Less-Than-Half-Time Statuses

To be considered full time, doctoral students must enroll in nine or more credit hours each term. Doctoral students enrolled in five to eight credit hours each term are considered half time. Doctoral students registered for fewer than five credit hours are considered less than half time.

Master's students must enroll in eight or more credits to be considered full time. Master's students enrolled in four to seven credits are considered half time, and those enrolled in fewer than four credits are considered less than half time. Students carrying a full-time course load are encouraged to limit employment to part time in order to allow adequate time for classes, practicum work, study, and other student activities. Please note: In order to complete in a program in the posted timeframe (e.g., 24 months), students must take a full course load. For the schedule of the full course load, please refer to the course schedule in this catalog.

Students registered for practicum, practicum continuation, dissertation proposal, dissertation, full-time internship, or internship continuation courses satisfy the requirement for full-time study and are eligible to apply for financial aid.

Students who are registered for only half-time internship, dissertation proposal continuation, or doctoral dissertation continuation courses meet the requirement for half-time study and are eligible to apply for financial aid. Students who register for Oral Defense only in any given term are not eligible for financial aid funding.

## Course Drop and Withdrawal

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

Notifying your instructor or ceasing class attendance does not constitute an official drop or withdrawal. The official date of the withdrawal is the date the drop is processed online via WebAdvisor or the date the drop form is received by the Office of the Registrar. Students may not withdraw after the eighth week of a semester during the fall and spring terms.

Please consult the academic calendar for the deadline to withdraw from a class during the summer term. Students who stop attending class or fail to complete an exam without submitting an official drop or withdrawal form will receive a grade of F, NC, or NP for the course.

In addition, students may not withdraw from a course or exam after the published end date of the course or due date of the exam.

A drop fee is charged for courses dropped during the add/drop period. Students who drop a course or exam during the add/drop period may receive refunds in accordance with the established refund policy. Students who are administratively withdrawn may receive a prorated refund. No refunds will be made when students stop attending class without officially withdrawing from the course.

## **Leave of Absence**

Students may take a leave of absence (LOA) due to illness or other extenuating circumstances by completing a Leave of Absence form, including necessary signatures, and submitting it to the Office of the Registrar. An LOA may be taken for up to three terms (one calendar year). If a student has accepted a practicum or internship prior to requesting a leave, or is completing a practicum/internship at the time of the request, the student must contact the program's training faculty and/or Manager of Social Justice Practicum prior to submission of the form to the student's Faculty/Academic Advisor.

The LOA will be noted on the student's transcript for each term until the student returns to the University. Time approved for an LOA does not impact the maximum time allowed for degree completion.

In order for a financial aid recipient to be approved for an LOA, the student must also follow Adler University's LOA policy as outlined in the Financial Aid and Student Accounts Handbook. Because federal regulations state that LOA is only to be granted for a specific set of circumstances, any leave identified as ineligible per Title IV regulations may not be approved by the Director of Financial Aid and must be reported to the National Student Loan Data System as a withdrawal. Students are required to speak with the Office of Financial Aid before requesting an LOA in order to receive full information regarding the procedure and the results of the LOA.

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

## **Administrative Withdrawal**

Once enrolled, students are expected to maintain good academic standing, meet all Student Responsibilities, maintain Satisfactory Progress, and register each term until completing the program in which they have been admitted. Students who fail to register for each consecutive term may be administratively withdrawn from the University. The University also retains the right to administratively withdraw students whose accounts are past due and to charge all associated fees.



“Administrative Withdrawal” will be noted on the transcripts of students who have been administratively withdrawn. Students who have been administratively withdrawn and wish to be reconsidered for matriculation must submit a new application for admission no sooner than one year after their administrative withdrawal and, if admitted, must meet the program requirements and policies in effect at the time of the new admission. Students readmitted to the University may be eligible to receive up to 24 credits for coursework completed either at Adler University or another institution. Students who wish to appeal the decision of administrative withdrawal can follow the procedures of the Student Grievance and Appeal Policy posted online at [adler.edu](http://adler.edu).

In the event a student is administratively withdrawn from the University, the Office of Financial Aid is required by federal law to recalculate a student’s eligibility for financial aid awards.

A calculation is used to determine the amount of “earned” and “unearned” aid based on the effective date of the administrative withdrawal. If a student completes 60 percent or less of credits taken during a term, the Office of Financial Aid determines the amount of “earned” aid based on the proportion of credits successfully completed within the term. If a student successfully completes more than 60 percent of the credits taken in a term, he or she is considered to have earned 100 percent of the awards disbursed for the term.

“Unearned” awards must be returned to the lender. The student is responsible for repaying the University for any balances owed as a result of the return of financial aid funds.

## **Withdrawal in Good Standing**

Students may withdraw from Adler University in good standing by completing the Student Withdrawal form and submitting it to the Office of the Registrar. To withdraw in good standing, students must be in Academic Good Standing at the time of withdrawal, have completed all requirements for courses and clinical work for which they are registered, and may not be subject to pending disciplinary or academic inquiries. “Withdrawal” is noted on the transcript.

Former students who wish to return to the University after withdrawing in good standing must submit a new application for admission and, if admitted, must follow the policies, procedures, and program requirements in effect at the time of the new admission. Students readmitted to the University may be eligible to receive up to 24 credits for coursework completed either at Adler University or another institution.

## Grading System

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

### VANCOUVER CAMPUS

Grade	Description	Grade Point
A+		4.25
A	Excellent	4.0
A-		3.75
B+	Satisfactory	3.5
B		3.0
B-		2.75
C		2.0
D	Unsatisfactory	1.0
F	Failure	0.0
AU	Audit	0.0
CR	Credit	0.0
NC	No Credit	0.0
I	Incomplete	N/A
NP	No Progress	N/A
IP	In Progress	N/A
TR	Transfer	N/A
W	Withdrawal	N/A

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

#### In Progress

A temporary grade of IP (in progress) can be given to students who are engaged in field experiences, thesis, or courses in which completion of work may typically be expected to exceed the end of the term. The IP will be removed from the transcript when the final grade has been posted.

#### Incomplete

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

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

Receipt of one or more I (incomplete) grades may preclude students from enrolling in subsequent terms, may render the student ineligible for federal student aid, and may result in the student being referred to the Student Development Committee (SDC).

If the coursework is not successfully completed within the time limit established by the instructor (less than one term, or within one term following the course), the incomplete grade will be changed to an F (fail) or NC (no credit).

### **Credit/No Credit**

A grade of CR (credit) is assigned upon satisfactory completion of undergraduate prerequisite classes, professional development seminar, practicum seminars, practicum/internship requirements, qualifying examinations, master's thesis, and the doctoral dissertation.

A grade of NC (no credit) is assigned upon unsatisfactory performance in practicum or a course offered on a credit/no credit basis. Grades of CR are not used in calculating the grade point average; however, grades of NC are used in calculating the grade point average and are considered failing grades for the purposes of Academic Satisfactory Progress.

### **Audit**

Students registered to audit a course will receive, upon successful completion of the course, a designation of "AU" on their transcripts, which signifies neither credit nor a grade. Students cannot change an audited course to the credit option after the add/drop period ends. Audited courses do not count toward graduation requirements and are not eligible for financial aid. Once an audited course is completed, it cannot be changed to credit at a later time. The Psy.D. program does not permit auditing of coursework at this time.

### **Grade Corrections/Grade Appeals**

Once a grade has been recorded on the student's academic record, additional work cannot be submitted to change the grade. To change an incorrectly recorded grade, students can notify the course instructor. In order for the grade to be changed, instructors must secure the approval and signature of their immediate supervisor (e.g., Program Director). Grade Change forms should be submitted to the Office of the Registrar.

Students may file a grade appeal by following the procedures of the Grade Appeal Policy, which is posted on Adler Connect in the Student Handbook.

In addition, if a student is appealing a grade for a course that is a prerequisite for a subsequent class, he or she cannot register for or attend subsequent classes until the grade for the prerequisite has been resolved.

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

## TUITION AND FEES – VANCOUVER CAMPUS

### 2018–2019 TUITION AND FEES SCHEDULE

#### Admission Fees and Deposits (in Canadian Dollars)

Admissions Application Fee (nonrefundable)	\$30
Deposit (nonrefundable) – Master’s programs (will be applied to first semester’s tuition)	\$200
Deposit (nonrefundable) – Psy.D. program (will be applied to first semester’s tuition)	\$500
Start Date Deferral Fee (nonrefundable)	\$500

#### Tuition

Tuition – Standard Master’s (per credit hour)	\$940
Tuition – Standard Psy.D. (per credit hour)	\$1,050
Tuition – Audit Master’s (per credit hour)	\$470

#### Other Fees

MACP/MAOP-529 M.A. Thesis Continued	\$940
MACP/MART-995 Master’s Clinical Qualifying Examination	\$1,000
MART-204 Social Justice Practicum Continued	\$100
MART-205 Professional Development Seminar Continued	\$940
MART-469 Clinical Seminar Continued	\$940
MART-482 Clinical Practicum Continued	\$100
MACP/MART-473 Pre-practicum Counselling Skills Lab	\$660
MACP/MAOP Reseach Fee	\$730
MART Art Supply Fee	\$125
PSYD-707 Assessment Practicum Continued I	\$1,050
PSYD-708 Therapy Practicum Continued II	\$1,050
PSYD-906 Doctoral Dissertation Seminar Continued	\$1,050
PSYD-691 Doctoral Clinical Qualifying Examination–Intervention	\$1,050
PSYD-990 Doctoral Clinical Qualifying Exam–Assessment	\$1,050
Psy.D. Testing Fee	\$150
Psy.D. Practicum Insurance Fee	\$100
Psy.D. Time to Track Fee	\$40
Student Activity Fee (per term)	\$265

## CANADIAN FINANCIAL AID – VANCOUVER CAMPUS

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

Government student loans take into consideration many factors, including:

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

### University Information for Loan Applications

- University Code: APRY
- Program Code for MACP: WAG5
- Program Code for MCP: XCZ5
- Program Code for MCP/MACP-SY: WAG6
- Program Code for MAOP: ZID5
- Program Code for MPPA: WFJ5
- Program Code for PSYD: XCZ6

**Course Load Information:** Students must be enrolled in all credits listed for the term as per the curriculum sequence to be considered at a 100% course load.

### STUDENTS FROM BRITISH COLUMBIA

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

### HOW TO APPLY

Students from British Columbia can apply online through [studentaidbc.ca](http://studentaidbc.ca) to be considered for federal and provincial loans and grant funding.

### HOW MUCH LOAN FUNDING WILL I RECEIVE?

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

### STUDENTS OUTSIDE BRITISH COLUMBIA

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

## Grants

### **CANADA STUDY GRANT FOR STUDENTS WITH DEPENDENTS (CSG)**

CSG funding is for students with dependents (includes children or other wholly dependent relatives, but does not include your spouse). The CSG is not “additional” assistance. The weekly program maximum of \$510 per week of study applies. Students with one or more dependents under the age of 12 are eligible to receive \$200 per month of study for each child.

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

The Canada Study Grant program for students with permanent disabilities (CSG-PD) is designed to help students overcome educational barriers that they may have due to their permanent disability. Only students with permanent disabilities creating barriers to postsecondary education are eligible to receive nonrepayable grants (for up to \$10,000 per program year) to purchase adaptive equipment and support services to help access public or private postsecondary institutions.

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

- Sign language interpretation.
- Specialized tutoring services (for disability-related learning barriers).
- Note takers.
- Readers.
- Attendant care (while at school).
- Specialized transportation (e.g., handyDART to and from institution only).
- Alternate formats (e.g., large or Braille print, talking textbooks).
- Technical or recording equipment, including Braille, talking calculator, and tape recorders.
- Computers and other adaptive technical aids and software.
- Reimbursement of 75 percent of the cost of a learning disability assessment up to \$1,200 (if the assessment meets ministry criteria).

To be eligible for reimbursement, students must require the assessment for further accommodation at the University they are attending.

### **CANADA ACCESS GRANT FOR STUDENTS WITH PERMANENT DISABILITIES (CAG-PD)**

This program assists students with permanent disabilities in both full-time and part-time programs with a grant of up to \$1,000 per program year. The \$1,000 will be applied before any other funding to reduce the assessed need for full-time students. For part-time students, the grant will be awarded before part-time loans.

To qualify automatically, students must have applied and been approved for the British Columbia Student Assistance Program (BCSAP) or for the part-time studies program and have:

- Previously received a Canada Study Grant for the Accommodation of Students with Permanent Disabilities; or
- Previously been approved to study at a 40 percent reduced course load for BCSAP through the Appeal Process – Appendix 6: Appeal Request.

## **INTERNATIONAL STUDENTS – VANCOUVER CAMPUS**

International students attending the Vancouver Campus are not eligible for Canadian federal or provincial student loans. However, international students are eligible to work off campus through the Citizenship and Immigration Canada (CIC) off-campus work permit program. For more information about this program, please visit [cic.gc.ca/english/study/work-offcampus.asp](http://cic.gc.ca/english/study/work-offcampus.asp).

## **PROGRAMS OF STUDY – VANCOUVER CAMPUS**

Master of Arts (M.A.) in Counselling Psychology

Master of Counselling Psychology

Master of Arts (M.A.) in Counselling Psychology: School and Youth Concentration

Master of Counselling Psychology: School and Youth Concentration

Master of Counselling Psychology – Art Therapy

Master of Arts (M.A.) in Organizational Psychology

Master of Public Policy and Administration

Doctor of Psychology in Clinical Psychology

# MASTER OF ARTS IN COUNSELLING PSYCHOLOGY (MACP)

## Program Overview

The Master of Arts in Counselling Psychology (MACP) degree program, in alignment with Adler University's scholar-practitioner model, prepares students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice. The program offers comprehensive and personalized graduate degree training that qualifies students to practice as counselling professionals in primarily a Canadian context. There is an emphasis on developing self-reflexive and ethically aware practitioners who are educated both theoretically and practically in socially responsible practice. There are five program objectives: (1) to train graduates to ethically assess and skillfully intervene to support psychological and emotional well-being in a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong learning for personal and professional development and competence; (3) to develop graduates who have learned how to critique the literature and can apply literature-based and research-based foundations of counselling psychology practice to their work; (4) to develop graduates who embrace a socially responsible counselling practice and who have the ability to identify and apply goals and tasks that further social justice and foster inclusive and healthy communities rooted in Adler University's mission towards social interest; and (5) to prepare graduates with the theoretical and scholarship foundations for further academic study at the doctoral level.

This comprehensive program can be completed in a two-year period as a full-time student, including summer terms, if courses are completed according to the curriculum sequence below. This program is identical to the Master of Counselling Psychology but requires the successful completion of a thesis.

Graduates of the program are well prepared for a wide variety of mental health positions in human service agencies and organizations in both the public and private sectors.

Graduates of this program are eligible to apply for membership registration with the British Columbia Association of Clinical Counsellors ([bc-counsellors.org](http://bc-counsellors.org)) and/or the Canadian Counselling and Psychotherapy Association ([ccpa-accp.ca](http://ccpa-accp.ca)). Students are advised that licensure requirements are under review in various jurisdictions in Canada, and students are encouraged to regularly consult about current requirements. Students are advised to consult with the Training Director prior to starting the clinical practicum, as individual practicum training experiences may differ, and some students may need additional postgraduate experience or supervision hours to meet certification requirements. Students who intend to practice in locations other than the province of British Columbia are also encouraged to consult with the appropriate association, agency, or board relevant to local certification or licensure requirements.



## Degree Requirements

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

* MACP-200	Professional Development Seminar I	1 cr.
* MACP-201	Professional Development Seminar II	1 cr.
* SJP-202	Social Justice Practicum I	1 cr.
* SJP-203	Social Justice Practicum II	1 cr.
MACP-337	Group Psychotherapy	3 cr.
* MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
* MACP-472	Basic Counselling Skills and Interventions	3 cr.
* MACP-473	Pre-practicum Counselling Skills Lab**	0 cr.
* MACP-474	Advanced Counselling Skills and Interventions	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.
* MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MACP-506	Master's Practicum I	1 cr.
MACP-507	Master's Practicum II	1 cr.
MACP-508	Master's Practicum Seminar I	2 cr.
MACP-509	Master's Practicum Seminar II	2 cr.
* MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
* MACP-517	Trauma Theory and Practice	3 cr.
* MACP-520	Theories of Psychotherapy	3 cr.
* MACP-641	Multicultural Counselling for Diverse Populations	3 cr.
* MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-663	Effective Couple and Family Counselling	3 cr.
MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
MACP-995	Master's Clinical Qualifying Examination	0 cr.
MACP-525	Preparation for the M.A. Thesis	1 cr.
MACP-526	M.A. Thesis I	1 cr.
MACP-527	M.A. Thesis II	1 cr.
MACP-528	M.A. Thesis III	1 cr.
MACP-529	M.A. Thesis Continuation	1 cr.

### Clinical Elective Course Options (Students must select two)

MACP-438	Introduction to Addictive Disorders	3 cr.
MACP-569	Lifestyle and Career Development	3 cr.
MACP-673	Advanced Adlerian Psychotherapy	3 cr.
MACP-674	Introduction to Sex Therapy	3 cr.
MACP-676	Introduction to Depth Psychology and Psychotherapy	3 cr.

**Total Credit Hours Required: 59**

\*Required before beginning clinical practicum.

\*\*Lab fee applied.

## Curriculum Sequence

### Term 1

MACP-200	Professional Development Seminar I	1 cr.
SJP-202	Social Justice Practicum I	1 cr.
MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MACP-641	Multicultural Counselling for Diverse Populations	3 cr.
MACP-472	Basic Counselling Skills and Intervention	3 cr.
MACP-520	Theories of Psychotherapy	3 cr.

**Term Credits = 14**

### Term 2

MACP-201	Professional Development Seminar II	1 cr.
SJP-203	Social Justice Practicum II	1 cr.
MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MACP-474	Advanced Counselling Skills and Interventions	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.

**Term Credits = 11**

### Term 3

MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
MACP-517	Trauma Theory and Practice	3 cr.
MACP-473	Pre-practicum Counselling Skills Lab	0 cr.
MACP-525	Preparation for the M.A. Thesis	1 cr.

**Term Credits = 10**

### Term 4

MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
MACP-517	Trauma Theory and Practice	3 cr.
MACP-473	Pre-practicum Counselling Skills Lab	0 cr.
MACP-525	Preparation for the M.A. Thesis	1 cr.

**Term Credits = 10**

### Term 5

MACP-508	Master's Practicum Seminar I	2 cr.
MACP-506	Master's Practicum I	1 cr.
MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

*or*

MACP-663	Effective Couple and Family Counselling	
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*or*

MACP-337	Group Psychotherapy	3 cr.
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One of two required electives (see below)		3 cr.
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MACP-526	M.A. Thesis I	1 cr.
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**Term Credits = 7 or 10**

**(Depending on whether an elective is taken this term)**

**Term 6**

MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
<i>or</i>		
MACP-663	Effective Couple and Family Counselling	
<i>or</i>		
MACP-337	Group Psychotherapy	
One of two required electives (see below)		3 cr.
MACP-528	M.A. Thesis III	1 cr.
MACP-995	Master's Clinical Qualifying Examination	0 cr.

**Term Credits = 4 or 7****(Depending on whether an elective is taken this term)****Total Credit Hours Required: 59****Clinical Elective Course Options (Students select two of the following five courses.)****Fall Term**

MACP-676	Introduction to Depth Psychology and Psychotherapy	3 cr.
MACP-569	Lifestyle and Career Development	3 cr.

**Spring Term**

MACP-673	Advanced Adlerian Psychotherapy	3 cr.
MACP-438	Introduction to Addictive Disorders	3 cr.

**Summer Term**

MACP-674	Introduction to Sex Therapy	3 cr.
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**Graduation Requirements**

1. Satisfactory completion of 59 required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 clock hours of practicum.
3. Satisfactory completion of a minimum of 150 clock hours of Social Justice Practicum.
4. A cumulative grade point average of 3.5 or higher and no more than two grades or six credit hours of C.
5. Successful completion of the M.A. Thesis.
6. Successful completion of the Master's Clinical Qualifying Examination.
7. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

**Admission Requirements**

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

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

- A baccalaureate degree or equivalent from an accredited institution, preferably in psychology or counselling-related discipline.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework.
- The equivalent of at least 12 semester credit hours in baccalaureate-level psychology coursework with a grade of C or better. These courses must include introductory psychology, abnormal psychology, research methods, and a fourth foundational course in life span/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.
- Approved applicants will be evaluated through a writing sample and interview as the final step in the application process. Students must complete all coursework required for the program at Adler University–Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy. For full details about our admissions requirements, visit [adler.edu](http://adler.edu).

## Practicum – Vancouver Campus

An integral part of the M.A. in Counselling Psychology program at Adler is the acquisition of practical counselling and scholarly skills gained in field placements. Ongoing involvement in counselling and scholarly activities at professional training sites gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in coursework. Practicum training requirements begin with a first-year Social Justice Practicum (SJP) that offers a service-learning experience and focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Counselling training provided in students' second practicum focuses on developing the competencies needed to prepare students for entry-level practice at graduation. Because the focus is on integrating master's-level education at Adler with master's-level supervised counselling training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course prerequisites prior to being approved to begin their counselling practicum.

### **SOCIAL JUSTICE PRACTICUM (SJP)**

Students completing first-year coursework will spend 8 to 10 hours per week over the course of six months at an approved SJP site and must concurrently enroll in required coursework. A minimum of 150 clock hours of SJP is required. Students should contact the Manager of Community Action & Engagement, Vancouver Campus.

### **CLINICAL PRACTICUM**

After completion of all first-year coursework, students should expect to spend two to three days per week over the course of 8 to 12 months at an approved counselling practicum site. Students must concurrently enroll in practicum seminars during their first two semesters of field experience. Should the practicum experience extend beyond 8 months or two semesters, students must enroll in PCO-610, practicum continued, which covers the requirements for third-party liability insurance. There are no class meetings for PCO-610.

A minimum 700 total clock hours of counselling practica are required to successfully complete the counselling clinical practicum. The Training Director mentors students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students must familiarize themselves with the content of the counselling Clinical Practicum Handbook available on Adler Connect. Students are responsible for making themselves aware of the contents of the handbook and following procedures outlined therein. While enrolled in the practicum MACP-506, students need to be concurrently enrolled in the seminar MACP-508. While enrolled in the practicum MACP-507, students need to be concurrently enrolled in the seminar MACP-509. Please see course descriptions for prerequisites and corequisites for these courses.

## **M.A. Thesis – Vancouver Campus**

Students are required to complete a research-based thesis as a capstone project of their MAC degree. Students begin the thesis process by registering for Preparation for the M.A. Thesis (MACP-525). Once students register for MACP-525, they are required to continuously register in M.A. Thesis courses (MACP-526, MACP-527, and MACP-528) over the next three consecutive terms. Students who have not completed their thesis after registering for M.A. Thesis I, II & III are required to register for M.A. Thesis Continuation (MACP-529) in all subsequent terms until their thesis is completed and approved. Students receive a grade of IP (in progress) for any term in which they are making satisfactory progress on their thesis and a grade of NP (no progress) when they are failing to complete the project in a timely manner. (Please see the MACP Thesis Handbook for specific thesis timeline requirements.) When a student satisfactorily completes each major thesis component (i.e., the proposal and final thesis), a grade of CR (credit) will be issued for all courses, replacing the previous grades of IP.

# MASTER OF COUNSELLING PSYCHOLOGY (MCP)

## Program Overview

The Master of Counselling Psychology (MCP) program, in alignment with Adler University's scholar-practitioner model, prepares students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice. The program offers comprehensive and personalized graduate degree training that qualifies students to practice as counselling professionals in primarily a Canadian context. There is an emphasis on developing self-reflexive and ethically aware practitioners who are educated both theoretically and practically in socially responsible practice. There are four program objectives: (1) to train graduates to ethically assess and skillfully intervene to support psychological and emotional well-being in a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong learning for personal and professional development and competence; (3) to develop graduates who have learned how to critique the literature and can apply literature-based and research-based foundations of counselling psychology practice to their work; and (4) to develop graduates who embrace a socially responsible counselling practice and who have the ability to identify and apply goals and tasks that further social justice and foster inclusive and healthy communities rooted in Adler University's mission towards social interest.

Graduates of the program are well prepared for a wide variety of mental health positions in human service agencies and organizations in both the public and private sectors.

Graduates of this program are eligible to apply for membership registration with the British Columbia Association of Clinical Counsellors ([bc-counsellors.org](http://bc-counsellors.org)) and/or the Canadian Counselling and Psychotherapy Association ([ccpa-accp.ca](http://ccpa-accp.ca)). Students are advised that licensure requirements are under review in various jurisdictions in Canada and are encouraged to regularly consult about current requirements. Students are advised to consult with the Associate Training Director prior to starting the clinical practicum, as individual practicum training experiences may differ, and some students may need additional postgraduate experience or supervision hours to meet certification requirements. Students who intend to practice in locations other than the province of British Columbia are also encouraged to consult with the appropriate association, agency, or board relevant to local certification or licensure requirements.

## Degree Requirements

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

* MACP-200	Professional Development Seminar I	1 cr.
* MACP-201	Professional Development Seminar II	1 cr.
* SJP-202	Social Justice Practicum I	1 cr.
* SJP-203	Social Justice Practicum II	1 cr.
MACP-337	Group Psychotherapy	3 cr.
* MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
* MACP-472	Basic Counselling Skills and Intervention	3 cr.
* MACP-473	Pre-practicum Counselling Skills Lab**	0 cr.

* MACP-474	Advanced Counselling Skills and Interventions	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.
* MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MACP-506	Master's Practicum I	1 cr.
MACP-507	Master's Practicum II	1 cr.
MACP-508	Master's Practicum Seminar I	2 cr.
MACP-509	Master's Practicum Seminar II	2 cr.
* MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
* MACP-520	Theories of Psychotherapy	3 cr.
* MACP-641	Multicultural Counselling for Diverse Populations	3 cr.
* MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-663	Effective Couple and Family Counselling	3 cr.
MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
* MACP-517	Trauma Theory and Practice	3 cr.
MACP-995	Master's Clinical Qualifying Examination	0 cr.

#### **Clinical Elective Course Options (Students select 2 of 5)**

MACP-438	Introduction to Addictive Disorders	3 cr.
MACP-569	Lifestyle and Career Development	3 cr.
MACP-673	Advanced Adlerian Psychotherapy	3 cr.
MACP-674	Introduction to Sex Therapy	3 cr.
MACP-676	Introduction to Depth Psychology and Psychotherapy	3 cr.

**Total Credit Hours Required: 55**

\*Required before beginning clinical practicum

\*\*Lab fee applied

## **Curriculum Sequence**

### **Term 1**

MACP-200	Professional Development Seminar I	1 cr.
SJP-202	Social Justice Practicum I	1 cr.
MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MACP-641	Multicultural Counselling for Diverse Populations	3 cr.
MACP-472	Basic Counselling Skills and Interventions	3 cr.
MACP-520	Theories of Psychotherapy	3 cr.

**Term Credits = 14**

### **Term 2**

MACP-201	Professional Development Seminar II	1 cr.
SJP-203	Social Justice Practicum II	1 cr.
MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MACP-474	Advanced Counselling Skills and Interventions	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.

**Term Credits = 11**

**Term 3**

MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
MACP-517	Trauma Theory and Practice	3 cr.
MACP-473	Pre-practicum Counselling Skills Lab	0 cr.

**Term Credits = 9****Term 4**

MACP-508	Master's Practicum Seminar I	2 cr.
MACP-506	Master's Practicum I	1 cr.
MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
<i>or</i>		
MACP-663	Effective Couple and Family Counselling	
<i>or</i>		
MACP-337	Group Psychotherapy	

One of two required electives: see below		3 cr.
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**Term Credits = 6 or 9****(Depending on whether an elective is taken this term)****Term 5**

MACP-509	Master's Practicum Seminar II	2 cr.
MACP-507	Master's Practicum II	1 cr.
MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	
<i>or</i>		
MACP-663	Effective Couple and Family Counselling	
<i>or</i>		
MACP-337	Group Psychotherapy	3 cr.

One of two required electives: see below		3 cr.
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**Term Credits = 6 or 9****(Depending on whether an elective is taken this term)****Term 6**

MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	
<i>or</i>		
MACP-663	Effective Couple and Family Counselling	
<i>or</i>		
MACP-337	Group Psychotherapy	3 cr.
One of two required electives: see below		3 cr.
MACP-995	Master's Clinical Qualifying Examination	0 cr.

**Term Credits = 3 or 6****(Depending on whether an elective is taken this term)**



**Clinical Elective Course Options (Students select two of the following five courses.)****Fall Term**

MACP-676	Introduction to Depth Psychology and Psychotherapy	3 cr.
MACP-569	Lifestyle and Career Development	3 cr.

**Spring Term**

MACP-673	Advanced Adlerian Psychotherapy	3 cr.
MACP-438	Introduction to Addictive Disorders	3 cr.

**Summer Term**

MACP-674	Introduction to Sex Therapy	3 cr.
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**Graduation Requirements**

1. Satisfactory completion of 55 credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 clock hours of clinical practicum and 150 clock hours of Social Justice Practicum.
3. A cumulative GPA of 3.5 or higher and no more than two courses or six credit hours of C.
4. Successful completion of the Master's Clinical Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

**Admission Requirements**

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

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

- A baccalaureate degree or equivalent from an accredited institution, preferably in psychology or counselling-related discipline.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework.
- The equivalent of at least 12 semester credit hours in baccalaureate-level psychology coursework with a grade of C or better. These courses must include introductory psychology, abnormal psychology, research methods, and a fourth foundational course in life span/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.

Approved applicants will be evaluated through a writing sample and interview as the final step in the application process. Students must complete all coursework required for the program at Adler University–Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy. For full details about our admissions requirements, visit [adler.edu](http://adler.edu).

## **Practicum – Vancouver Campus**

An integral part of the Master's in Counselling Psychology program at Adler is the acquisition of practical counselling and scholarly skills gained in field placements. Ongoing involvement in counselling and scholarly activities at professional training sites gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in coursework. Practicum training requirements begin with a first-year Social Justice Practicum (SJP) that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Counselling training provided in students' second practicum focuses on developing the competencies needed to prepare students for entry-level practice at graduation. Because the focus is on integrating master's-level education at Adler with master's-level supervised counselling training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course prerequisites prior to being approved to begin their counselling practicum.

### **SOCIAL JUSTICE PRACTICUM (SJP)**

Students completing first-year coursework will spend 8 to 10 hours per week over the course of six months at an approved SJP site and must concurrently enroll in required coursework. A minimum of 150 clock hours of SJP is required. Students should contact the Manager of Community Action & Engagement, Vancouver Campus.

### **CLINICAL PRACTICUM**

After completion of all first-year coursework, students should expect to spend at least two days per week over the course of 8 to 12 months at an approved counselling practicum site and must concurrently enroll in practicum seminars during their first two semesters of field experience. A minimum 700 total clock hours of counselling practica are required, which is further outlined in program descriptions within this catalog. The Training Director collaborates with students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Adler Connect, for detailed information.

## **MASTER OF ART IN COUNSELLING PSYCHOLOGY: SCHOOL AND YOUTH CONCENTRATION (MACP:SY)**

### **Program Overview**

The Master of Arts in Counselling Psychology: School and Youth Concentration (MACP:SY), in alignment with Adler University's scholar-practitioner model, prepares students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice with children and adolescents. The program concentration offers comprehensive and personal graduate degree training that qualifies students as counselling professionals in a primarily Canadian context. There is an emphasis on developing self-reflexive and ethically aware practitioners who are educated both theoretically and practically in socially responsible practice.

The five established MACP:SY objectives are (1) to train graduates to ethically assess and skillfully intervene with a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse young clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong learning for personal and professional development and competence; (3) to develop graduates who have learned how to critique the literature and can apply literature-based and research-based foundations of counselling psychology practice to their work; (4) to develop graduates who embrace a socially responsible counselling practice and who have the ability to identify and apply goals and tasks that further social justice and foster inclusive healthy communities stemming from Adler University's mission towards social interest; and (5) to prepare graduates with the theoretical and scholarship foundations for further academic study at the doctoral level.

This comprehensive program can be completed in a two-year period as a full-time student, including summer terms, if courses are completed according to the curriculum sequence below. This program is identical to the Master of Counselling Psychology: School and Youth Concentration but requires the successful completion of a thesis.

Graduates of the program are well prepared for a wide variety of mental health positions in schools, human service agencies, and organizations in both the public and private sectors.

Graduates of this program are eligible to apply for membership registration with the British Columbia Association of Clinical Counsellors ([bc-counsellors.org](http://bc-counsellors.org)) and/or the Canadian Counselling and Psychotherapy Association ([ccpa-accp.ca](http://ccpa-accp.ca)). Students are advised that licensure requirements are under review in various jurisdictions in Canada, and students are encouraged to regularly consult about current requirements. Students are advised to consult with the Associate Training Director prior to starting the clinical practicum, as individual practicum training experiences may differ, and some students may need additional postgraduate experience or supervision hours to meet certification requirements. Students who intend to practice in locations other than the province of British Columbia are also encouraged to consult with the appropriate association, agency, or board relevant to local certification or licensure requirements.

## Degree Requirements

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

* MACP-200	Professional Development Seminar I	1 cr.
* MACP-201	Professional Development Seminar II	1 cr.
* SJP-202	Social Justice Practicum I	1 cr.
* SJP-203	Social Justice Practicum II	1 cr.
MACP-337	Group Psychotherapy	3 cr.
* MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
* MACP-472	Basic Counselling Skills and Interventions	3 cr.
* MACP-473	Pre-practicum Counselling Skills Lab**	0 cr.
MACP-495	Research in Counselling Psychology	3 cr.
* MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MACP-506	Master's Practicum I	1 cr.
MACP-507	Master's Practicum II	1 cr.
MACP-508	Master's Practicum Seminar I	2 cr.
MACP-509	Master's Practicum Seminar II	2 cr.
* MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
* MACP-520	Theories of Psychotherapy	3 cr.
* MACP-641	Multicultural Counselling for Diverse Population	3 cr.
* MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-663	Effective Couple and Family Counselling	3 cr.
MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
* MACP-517	Trauma Theory and Practice	3 cr.
* MSYC-582	School Counselling and Consultation	3 cr.
* MSYC-583	Child Development and Counselling	3 cr.
* MSYC-584	Adolescent Development and Counselling	3 cr.
MACP-995	Master's Clinical Qualifying Examination	0 cr.
MACP-525	Preparation for the M.A. Thesis	1 cr.
MACP-526	M.A. Thesis I	1 cr.
MACP-527	M.A. Thesis II	1 cr.
MACP-528	M.A. Thesis III	1 cr.

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**Total Credit Hours Required: 59**

\*Required before beginning practicum

\*\*Lab fee applied

## Curriculum Sequence

This sequence is built to support students in completing both practicums in two terms at the beginning of their second year. The practicums would align with the school year. The student would then return to the campus in their last term to complete their final courses and Master's Clinical Qualifying Examination (MCQE).

**YEAR ONE****Fall Term**

MACP-200	Professional Development Seminar I	1 cr.
MSYC-582	School Counselling and Consultation	3 cr.
MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MACP-472	Basic Counselling Skills and Interventions	3 cr.
MACP-520	Theories of Psychotherapy	3 cr.

**Term Credits = 13****Spring Term**

MSYC-584	Adolescent Development and Counselling	3 cr.
MACP-641	Multicultural Counselling for Diverse Populations	3 cr.
MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.

**Term Credits = 12****Summer Term**

MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
MSYC-583	Child Development and Counselling	3 cr.
MACP-517	Trauma Theory and Practice	3 cr.
MACP-473	Pre-practicum Counselling Skills Lab	0 cr.
MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-525	Preparation for the M.A. Thesis	1 cr.

**Term Credits = 13****YEAR TWO****Fall Term**

MACP-508	Master's Practicum Seminar I	2 cr.
MACP-506	Master's Practicum I	1 cr.
MACP-201	Professional Development Seminar II	1 cr.
SJP-202	Social Justice Practicum I	1 cr.
MACP-526	M.A. Thesis I	1 cr.

**Term Credits = 6****Spring Term**

MACP-509	Master's Practicum Seminar II	2 cr.
MACP-507	Master's Practicum II	1 cr.
SJP-203	Social Justice Practicum II	1 cr.
MACP-527	M.A. Thesis II	1 cr.

**Term Credits = 5****Summer Term**

MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
MACP-663	Effective Couple and Family Counselling	3 cr.
MACP-337	Group Psychotherapy	3 cr.
MACP-528	M.A. Thesis III	1 cr.
MACP-995	Master's Clinical Qualifying Examination	0 cr.

**Term Credits = 10****Total Credit Hours Required: 59**

## Curriculum Sequence (Pre-term Option)

The following pre-term option is designed for students, particularly teachers, who would like to finish their coursework in four consecutive terms: summer (pre-term), fall (term 1), spring (term 2), and summer (term 3). This option allows students to do their coursework in their first year plus the pre-term. This sequence will take students longer but may be more convenient in terms of returning to their home communities.

### Pre-term (Summer)

MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-505	Ethical Practice in Counselling Psychology	3 cr.

**Term Credits = 9**

### YEAR ONE

#### Fall Term

MACP-200	Professional Development Seminar I	1 cr.
MSYC-582	School Counselling and Consultation	3 cr.
MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MACP-472	Basic Counselling Skills and Interventions	3 cr.
MACP-520	Theories of Psychotherapy	3 cr.

**Term Credits = 13**

#### Spring Term

MSYC-584	Adolescent Development and Counselling	3 cr.
MACP-641	Multicultural Counselling for Diverse Populations	3 cr.
MACP-663	Effective Couple and Family Counselling	3 cr.
MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.

**Term Credits = 15**

#### Summer Term

MACP-337	Group Psychotherapy	3 cr.
MSYC-583	Child Development and Counselling	3 cr.
MACP-517	Trauma Theory and Practice	3 cr.
MACP-473	Pre-practicum Counselling Skills Lab	0 cr.
MACP-525	Preparation for the M.A. Thesis	1 cr.

**Term Credits = 10**

### YEAR TWO

#### Fall Term

MACP-508	Master's Practicum Seminar I	2 cr.
MACP-506	Master's Practicum I	1 cr.
MACP-201	Professional Development Seminar II	1 cr.
SJP-202	Social Justice Practicum I	1 cr.
MACP-526	M.A. Thesis I	1 cr.

**Term Credits = 6**

**Spring Term**

MACP-509	Master's Practicum Seminar II	2 cr.
MACP-507	Master's Practicum II	1 cr.
SJP-203	Social Justice Practicum II	1 cr.
MACP-527	M.A. Thesis II	1 cr.

**Term Credits = 5****Summer Term**

MACP-528	M.A. Thesis III	1 cr.
MACP-995	Master's Clinical Qualifying Examination	0 cr.

**Term Credits = 1****Total Credit Hours Required: 59****Graduation Requirements**

1. Satisfactory completion of 59 required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 clock hours of clinical practicum.
3. Satisfactory completion of a minimum of 150 clock hours of Social Justice Practicum.
4. A cumulative grade point average of 3.5 or higher and no more than two grades or six credit hours of C.
5. Successful completion of the M.A. Thesis.
6. Successful completion of the Master's Clinical Qualifying Examination.
7. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

**Admission Requirements**

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

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

- A baccalaureate degree or equivalent from an accredited institution, preferably in psychology or counselling-related discipline.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework.
- The equivalent of at least 12 semester credit hours in baccalaureate-level psychology coursework with a grade of C or better. These courses must include introductory psychology, abnormal psychology, research methods, and a fourth foundational course in life span/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.
- Approved applicants will be evaluated through a writing sample and interview as the final step in the application process. Students must complete all coursework required for the program at Adler University–Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy. For full details about our admissions requirements, visit [adler.edu](http://adler.edu).

## Practicum – Vancouver Campus

An integral part of the M.A. in Counselling Psychology: School and Youth Concentration program at Adler is the acquisition of practical counselling and scholarly skills gained in field placements. Ongoing involvement in counselling and scholarly activities at professional training sites gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in coursework. Practicum training requirements begin with a community-oriented practicum experience, the Social Justice Practicum (SJP), that offers a service-learning experience and focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Counselling training provided in students' clinically oriented practicum focuses on developing the competencies needed to prepare students for entry-level practice at graduation. Because the focus is on integrating master's-level education at Adler with master's-level supervised counselling training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course prerequisites prior to being approved to begin their counselling practicum.

### **SOCIAL JUSTICE PRACTICUM (SJP)**

In their second year, students will spend 8 to 10 hours per week over the course of six months at an approved SJP site and must concurrently enroll in required coursework. A minimum of 150 clock hours of SJP is required. Students should contact the Manager of Community Action & Engagement, Vancouver Campus.

### **CLINICAL PRACTICUM**

After completion of all first-year coursework, students should expect to spend at least two days per week over the course of 8 to 12 months at an approved counselling practicum site and must concurrently enroll in practicum seminars during their first two terms of field experience. A minimum 700 total clock hours of counselling practica are required, which is further outlined in program descriptions within this catalog. The Training Director collaborates with students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Adler Connect, for detailed information.

## M.A. Thesis – Vancouver Campus

Students are required to complete a research-based thesis as a capstone project of their MACP degree. Students begin the thesis process by registering for Preparation for M.A. Thesis (MACP-525). Once students register for MACP-525, they are required to continuously register in M.A. Thesis courses (MACP-526, MACP-527, and MACP-528) over the next three consecutive terms. Students who have not completed their thesis after registering for M.A. Thesis I, II & III are required to register for M.A. Thesis Continuation (MACP-529) in all subsequent terms until their thesis is completed and approved. Students receive a grade of IP (in progress) for any term in which they are making satisfactory progress on their thesis and a grade of NP (no progress) when they are failing to complete the project in a timely manner. (Please see the MACP Thesis Handbook for specific thesis timeline requirements.) When a student satisfactorily completes each major thesis component (i.e., the proposal and final thesis), a grade of CR (credit) will be issued for all courses, replacing the previous grades of IP. See AdlerConnect for current MACP Thesis Handbook.



## MASTER OF COUNSELLING PSYCHOLOGY: SCHOOL AND YOUTH CONCENTRATION (MCP:SY)

### Program Overview

The Master in Counselling Psychology: School and Youth Concentration (MCP:SY), in alignment with Adler University's scholar-practitioner model, prepare students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice with children and adolescents. The program concentration offers comprehensive and personal graduate degree training that qualifies students as counselling professionals in a primarily Canadian context. There is an emphasis on developing self-reflexive and ethically aware practitioners who are educated both theoretically and practically in socially responsible practice.

The four established MCP:SY objectives are (1) to train graduates to ethically assess and skillfully intervene with a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse young clients; (2) to train graduates to use self-reflexivity, self-awareness, and lifelong learning for personal and professional development and competence; (3) to develop graduates who have learned how to critique the literature and can apply literature-based and research-based foundations of counselling psychology practice to their work; and (4) to develop graduates who embrace a socially responsible counselling practice and who have the ability to identify and apply goals and tasks that further social justice and foster inclusive healthy communities stemming from Adler University's mission towards social interest.

Graduates of the program are well prepared for a wide variety of mental health positions in schools, human service agencies, and organizations in both the public and private sectors.

Graduates of this program are eligible to apply for membership registration with the British Columbia Association of Clinical Counsellors ([bc-counsellors.org](http://bc-counsellors.org)) and/or the Canadian Counselling and Psychotherapy Association ([ccpa-accp.ca](http://ccpa-accp.ca)). Students are advised that licensure requirements are under review in various jurisdictions in Canada and are encouraged to regularly consult about current requirements. Students are advised to consult with the Associate Training Director prior to starting the clinical practicum, as individual practicum training experiences may differ, and some students may need additional postgraduate experience or supervision hours to meet certification requirements. Students who intend to practice in locations other than the province of British Columbia are also encouraged to consult with the appropriate association, agency, or board relevant to local certification or licensure requirements.

### Degree Requirements

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

* MACP-200	Professional Development Seminar I	1 cr.
* MACP-201	Professional Development Seminar II	1 cr.
* SJP-202	Social Justice Practicum I	1 cr.
* SJP-203	Social Justice Practicum II	1 cr.
MACP-337	Group Psychotherapy	3 cr.
* MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.

* MACP-472	Basic Counselling Skills and Interventions	3 cr.
* MACP-473	Pre-practicum Counselling Skills Lab**	0 cr.
MACP-495	Research in Counselling Psychology	3 cr.
* MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MACP-506	Master's Practicum I	1 cr.
MACP-507	Master's Practicum II	1 cr.
MACP-508	Master's Practicum Seminar I	2 cr.
MACP-509	Master's Practicum Seminar II	2 cr.
* MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
* MACP-520	Theories of Psychotherapy	3 cr.
* MACP-641	Multicultural Counselling for Diverse Populations	3 cr.
* MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-663	Effective Couple and Family Counselling	3 cr.
MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
* MACP-517	Trauma Theory and Practice	3 cr.
* MSYC-582	School Counselling and Consultation	3 cr.
* MSYC-583	Child Development and Counselling	3 cr.
* MSYC-584	Adolescent Development and Counselling	3 cr.
MACP-995	Master's Clinical Qualifying Examination	0 cr.

**Total Credit Hours Required: 55**

\*Required before beginning practicum

\*\*Lab fee applied

## Curriculum Sequence

This sequence is built to support students in completing both practicums in two terms at the beginning of their second year. The practicums would align with the school year. Students would then return to the campus in their last term to complete their final courses and Master's Clinical Qualifying Examination (MCQE).

### YEAR ONE

#### Fall Term

MACP-200	Professional Development Seminar I	1 cr.
MSYC-582	School Counselling and Consultation	3 cr.
MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MACP-472	Basic Counselling Skills and Interventions	3 cr.
MACP-520	Theories of Psychotherapy	3 cr.

**Term Credits = 13**

#### Spring Term

MSYC-584	Adolescent Development and Counselling	3 cr.
MACP-641	Multicultural Counselling for Diverse Populations	3 cr.
MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.

**Term Credits = 12**

**Summer Term**

MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
MSYC-583	Child Development and Counselling	3 cr.
MACP-517	Trauma Theory and Practice	3 cr.
MACP-473	Pre-practicum Counselling Skills Lab	0 cr.
MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.

**Term Credits = 12****YEAR TWO****Fall Term**

MACP-508	Master's Practicum Seminar I	2 cr.
MACP-506	Master's Practicum I	1 cr.
MACP-201	Professional Development Seminar II	1 cr.
SJP-202	Social Justice Practicum I	1 cr.

**Term Credits = 5****Spring Term**

MACP-509	Master's Practicum Seminar II	2 cr.
MACP-507	Master's Practicum II	1 cr.
SJP-203	Social Justice Practicum II	1 cr.

**Term Credits = 4****Summer Term**

MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
MACP-663	Effective Couple and Family Counselling	3 cr.
MACP-337	Group Psychotherapy	3 cr.
MACP-995	Master's Clinical Qualifying Examination	0 cr.

**Term Credits = 9****Total Credit Hours Required: 55****Curriculum Sequence (Pre-term Option)**

The following pre-term option is designed for students, particularly teachers, who would like to finish their coursework in four consecutive terms: summer (pre-term), fall (term 1), spring (term 2), and summer (term 3). This option allows students to do their coursework in their first year plus pre-term. This sequence will take students longer but may be more convenient in terms of returning to their home communities.

**Pre-term (Summer)**

MACP-516	Individual Appraisal for Counsellor in Practice	3 cr.
MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-505	Ethical Practice in Counselling Psychology	3 cr.

**Term Credits = 9**

**YEAR ONE****Fall Term**

MACP-200	Professional Development Seminar I	1 cr.
MSYC-582	School Counselling and Consultation	3 cr.
MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MACP-472	Basic Counselling Skills and Interventions	3 cr.
MACP-520	Theories of Psychotherapy	3 cr.

**Term Credits = 13****Spring Term**

MSYC-584	Adolescent Development and Counselling	3 cr.
MACP-641	Multicultural Counselling for Diverse Populations	3 cr.
MACP-663	Effective Couple and Family Counselling	3 cr.
MACP-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.

**Term Credits = 15****Summer Term**

MACP-337	Group Psychotherapy	3 cr.
MSYC-583	Child Development and Counselling	3 cr.
MACP-517	Trauma Theory and Practice	3 cr.
MACP-473	Pre-practicum Counselling Skills Lab	0 cr.

**Term Credits = 9****YEAR TWO****Fall Term**

MACP-508	Master's Practicum Seminar I	2 cr.
MACP-506	Master's Practicum I	1 cr.
MSYC-201	Professional Development Seminar II	1 cr.
SJP-202	Social Justice Practicum I	1 cr.

**Term Credits = 5****Spring Term**

MACP-509	Master's Practicum Seminar II	2 cr.
MACP-507	Master's Practicum II	1 cr.
SJP-203	Social Justice Practicum II	1 cr.

**Term Credits = 4****Summer Term**

MACP-995	Master's Clinical Qualifying Examination	0 cr.
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**Term Credits = 0****Total Credit Hours Required: 55**

## Graduation Requirements

1. Satisfactory completion of 55 credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 clock hours of clinical practicum and 150 clock hours of Social Justice Practicum.
3. A cumulative GPA of 3.5 or higher and no more than two courses or six credits with a final grade of C.
4. Successful completion of the Master's Clinical Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

## Admission Requirements

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

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

- A baccalaureate degree or equivalent from an accredited institution, preferably in psychology or counselling-related discipline.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework.
- The equivalent of at least 12 semester credit hours in baccalaureate-level psychology coursework with a grade of C or better. These courses must include introductory psychology, abnormal psychology, research methods, and a fourth foundational course in life span/development.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is required.
- Approved applicants will be evaluated through a writing sample and interview as the final step in the application process. Students must complete all coursework required for the program at Adler University Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy. For full details about our admissions requirements, visit [adler.edu](http://adler.edu).

## Practicum – Vancouver Campus

An integral part of the Master of Counselling Psychology: School and Youth Concentration program at Adler is the acquisition of practical counselling and scholarly skills gained in field placements. Ongoing involvement in counselling and scholarly activities at professional training sites gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in coursework. Practicum training requirements begin with a Social Justice Practicum (SJP) that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Counselling training provided in students' second practicum focuses on developing the competencies needed to

prepare students for entry-level practice at graduation. Because the focus is on integrating master's-level education at Adler with master's-level supervised counselling training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course prerequisites prior to being approved to begin their counselling practicum.

### **SOCIAL JUSTICE PRACTICUM (SJP)**

In their second year, students will spend 8 to 10 hours per week over the course of six months at an approved SJP site and must concurrently enroll in required coursework. A minimum of 150 clock hours of SJP is required. Students should contact the Manager of Community Action & Engagement, Vancouver Campus.

### **CLINICAL PRACTICUM**

After completion of all first-year coursework, students should expect to spend at least two days per week over the course of 8 to 12 months at an approved counselling practicum site and must concurrently enroll in practicum seminars during their first two semesters of field experience. A minimum 700 total clock hours of counselling practica are required, which is further outlined in program descriptions within this catalog. The Training Director collaborates with students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Adler Connect, for detailed information.

# MASTER OF COUNSELLING PSYCHOLOGY: ART THERAPY (MART)

## Program Overview

The Master of Counselling Psychology: Art Therapy program at Adler University's Vancouver Campus combines innovative, practical, verbal, and meta-verbal skill training with a leading-edge curriculum to educate socially responsible counsellors/art therapists. As a form of the expressive therapies, art therapy draws on artistic media, imagination, and the creative process to promote physical, mental, and emotional well-being. The program offers a unique environment focused on working with aesthetics and the senses to invite experiences related to therapeutic goals. Further, the program is committed to the practice of radical hospitality as part of the therapeutic context and focuses on the intersections of counselling and art therapy alongside expressive therapy modalities. The program trains graduates as both counsellors and art therapists by creatively combining coursework with practical and innovative field experience, clinical supervision focusing on professional development, artistic practice, and encouragement for continual personal development.

This comprehensive program can be completed in two years of full-time study, including summer semesters. It incorporates a Social Justice Practicum and an extensive clinical practicum; training in the research and scholarship of the profession; and a culminating Master's Clinical Arts Qualifying Examination to ensure students graduate with the requisite skills and knowledge for entry-level practice in professional counselling and art therapy. The purpose of the program is to train graduates as both counsellors and art therapists by creatively combining coursework with practical and innovative field experience, clinical supervision focusing on professional development, artistic practice, and encouragement for continual personal development.

## Program Objectives

Both the MCP-AT program mission and purpose are realized through the implementation of the six program objectives (see below), which hold as their intention the training of professional counsellors and art therapists who are grounded in a strong theoretical framework based in the literature and research and who are also committed to life-long self-reflexivity and creativity and are so strong in their perspective as a socially responsible practitioners that they go into the world as inspired leaders promoting well-being in communities.

The six program objectives include:

1. Develop the attitudes, knowledge, and skills necessary to work professionally as counsellors and art therapists with diverse clients.
2. Synthesize counselling and art therapy theories from diverse perspectives in order to build a personal framework for practice.
3. Apply literature-based and research-based practices to enhance and expand the fields of counselling psychology and art therapy.
4. Implement creative practices that foster self-reflexivity and self-awareness to engage life-long learning for personal and professional development and competence.
5. Embrace socially responsible practice and identify goals and tasks that foster inclusive healthy communities to enhance well-being.
6. Develop leadership skills necessary to promote and educate communities regarding the value of integrating the arts and psychology for the purpose of human development.

## Professional Registration

This program is on the Canadian Art Therapy Association and British Columbia Art Therapy Association list of approved art therapy schools. The curriculum aligns with requirements established by:

1. The British Columbia Association of Clinical Counsellors and the Canadian Counselling and Psychotherapy Association for application to become a Registered Clinical Counsellor in the province of British Columbia or a Canadian Certified Counsellor in Canada. (Students coming from outside British Columbia are encouraged to connect with Admissions and Training to consult on alignment of professional registration requirements in the location they wish to practice upon graduation.)
2. The British Columbia Art Therapy Association, the Canadian Art Therapy Association, and the American Art Therapy Association for application to become a registered art therapist (upon completion of postgraduate supervised direct client hours).

## Degree Requirements

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

MART-200	Professional Development Seminar I	1 cr.
MART-201	Professional Development Seminar II	1 cr.
MART-202	Social Justice Practicum I	1 cr.
MART-203	Social Justice Practicum II	1 cr.
* MART-204	Social Justice Practicum Continued	0 cr.
* MART-205	Professional Development Seminar Continued	0 cr.
MART-344	Historical and Theoretical Perspectives of Art Therapy	3 cr.
MART-345	Arts-Based Assessment, Research, and Treatment Planning	3 cr.
MART-346	Theory and Interventions III: Group Skills and Practice	3 cr.
MART-402	Introduction to Adlerian Psychology	2 cr.
MART-433	Adlerian Theory and Interventions I: Children and Parents	1 cr.
MART-438	Introduction to Addictions	3 cr.
MART-451	Methods, Theory, and Applications of Intersectionality and Community Engagement	3 cr.
MART-452	Theory and Interventions II: Families, Couples, and Older Adults	3 cr.
MART-453	Theory and Interventions IV: Trauma	3 cr.
MART-466	Studio Art	3 cr.
MART-467	Clinical Seminar I	3 cr.
MART-468	Clinical Seminar II	3 cr.
* MART-469	Clinical Seminar Continued	0 cr.
MART-472	Basic Intervention and Assessment Skills	3 cr.
MART-473	Pre-practicum Counselling/Art Therapy Lab	0 cr.
MART-480	Clinical Practicum I	1 cr.
MART-481	Clinical Practicum II	1 cr.
* MART-482	Clinical Practicum Continued	0 cr.



MART-495	Research Methods	3 cr.
MART-505	Professional Development, Issues and Ethics	3 cr.
MART-516	Individual Appraisal for Counsellors in Practice	3 cr.
MART-520	Theories of Psychotherapy	3 cr.
MART-623	Life Span Development	3 cr.
MART-647	Biopsychosocial Bases of Health	3 cr.
MART-995	Master's Clinical Arts Qualifying Examination (MCAQE)	0 cr.

**Total Credit Hours Required: 60**

\*Only for students who require more than two semesters to complete practicum hours.

## Curriculum Sequence

### YEAR ONE

#### Fall Term

MART-200	Professional Development Seminar I	1 cr.
MART-202	Social Justice Practicum I	1 cr.
MART-344	Historical and Theoretical Perspectives of Art Therapy	3 cr.
MART-402	Introduction to Adlerian Psychology	2 cr.
MART-433	Adlerian Theory and Interventions I: Children and Parents	1 cr.
MART-520	Theories of Psychotherapy	3 cr.
MART-623	Life Span Development	3 cr.
* MART-204	Social Justice Practicum Continued	0 cr.
* MART-205	Professional Development Seminar Continued	0 cr.

**Term Credits = 14**

#### Spring Term

MART-201	Professional Development Seminar II	1 cr.
MART-203	Social Justice Practicum II	1 cr.
MART-345	Arts-Based Assessment, Research, and Treatment Planning	3 cr.
MART-452	Theory and Interventions II: Families, Couples, and Older Adults	3 cr.
MART-466	Studio Art	3 cr.
MART-472	Basic Intervention and Assessment Skills	3 cr.

**Term Credits = 14**

#### Summer Term

MART-346	Theory and Interventions III: Group Skills and Practice	3 cr.
MART-453	Theory and Interventions IV: Trauma	3 cr.
MART-473	Pre-practicum Counselling/Art Therapy Lab	0 cr.
MART-505	Professional Development, Issues, and Ethics	3 cr.
MART-516	Individual Appraisal for Counsellors in Practice	3 cr.
MART-647	Biopsychosocial Bases of Health	3 cr.
* MART-204	Social Justice Practicum Continued	0 cr.
* MART-205	Professional Development Seminar Continued	0 cr.

**Term Credits = 15**

**YEAR TWO****Fall Term**

MART-438	Introduction to Addictions	3 cr.
MART-467	Clinical Seminar I	3 cr.
MART-480	Clinical Practicum I	1 cr.

**Term Credits = 7****Spring Term**

MART-451	Methods, Theory, and Applications of Intersectionality and Community Engagement	3 cr.
MART-495	Research Methods	3 cr.
MART-468	Clinical Seminar II	3 cr.
MART-481	Clinical Practicum II	1 cr.

**Term Credits = 10****Summer Term**

* MART-469	Clinical Seminar Continued	0 cr.
* MART-482	Clinical Practicum Continued	0 cr.
MART-995	Master's Clinical Arts Qualifying Examination (MCAQE)	0 cr.

**Term Credits = 0****Total Credit Hours Required: 60**

\*Only for students who require more than two semesters to complete practicum hours.

**Graduation Requirements**

1. Satisfactory completion of 60 credit hours, including all required courses.
2. Satisfactory completion of a minimum of 700 clock hours of clinical practicum (which includes 350 direct client contact hours and 100 hours of clinical supervision) and completion of 150 minimum hours of Social Justice Practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
4. Successful completion of the Master's Clinical Arts Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Counselling Psychology – Art Therapy degree.

**Admission Requirements**

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

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

- A baccalaureate degree or equivalent from an accredited institution, preferably in psychology or counselling-related discipline.

- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework.
- The equivalent of at least 12 semester credit hours in baccalaureate-level psychology coursework with a grade of C or better. These courses must include introductory psychology, abnormal psychology, research methods, and developmental psychology.
- The equivalent of 18 semester credit hours in studio art that demonstrate proficiency and disciplined commitment in art-making. Students may earn these hours in traditional as well as non-traditional, informal ways. Please contact an Admissions Advisor for more information.
- A portfolio of original artwork (15 examples in three or more different media) demonstrating competence with art materials. Please note that no previous artistic experience is required.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is highly desirable and is considered in the evaluation of applicants.

Approved applicants will be evaluated through a writing sample, a portfolio review, and an interview as the final step in the application process.

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

## **Practicum – Vancouver Campus**

We value rich community partnerships providing quality experience and supervision in a variety of settings with a diversity of issues: Vancouver Coastal Health, Providence Health, Fraser Valley Authority, hospitals, hospices, palliative care wards, cancer agencies, mental health agencies, school districts, eldercare facilities, private practices, addiction services, and correctional facilities.

### **SOCIAL JUSTICE PRACTICUM (SJP)**

Students completing first-year coursework will spend 8 to 10 hours per week over the course of eight months at approved SJP sites and must concurrently enroll in required coursework. A minimum of 150 clock hours of SJP is required. International community service opportunities are also available. Students should contact the Manager of Community Action & Engagement, Vancouver Campus.

### **CLINICAL PRACTICUM**

After completion of all first-year coursework, students are required to complete a minimum of 700 clock hours of clinical practicum, which includes 350 direct client contact hours and 100 hours of clinical supervision. Clinical practicum sites may include working within hospitals, criminal justice systems, nonprofit organizations, mental health organizations, private practices, school systems, and addiction services. Students should expect to spend at least three days per week over the course of 8 to 12 months at approved practicum sites and must concurrently enroll in practicum seminars during their field experience. The Department of Community Engagement works in collaboration with students in identifying and obtaining clinical practicum opportunities that meet the standards and requirements of the program. Students should refer to the Practicum Handbook for detailed information.

# MASTER OF ARTS IN ORGANIZATIONAL PSYCHOLOGY (MAOP)

## Program Overview

The Master of Arts in Organizational Psychology degree program prepares graduates to work in a variety of areas related to organizational development and leadership for business, industry, and the public sector. The degree offers a curriculum that includes an integration of theory, research, applied skills, and community service within disciplines of organizational psychology and organizational development/leadership practice as well as counselling theory and practice. Knowledge and skills developed in the program will enable graduates to provide consultation to and leadership in organizational settings on the level of the individual, the work group, and organizational systems and structures.

This degree requires students to complete two practica: a 150-hour Social Justice Practicum and a 300-hour organizational development practicum completed in an organizational setting.

The program also requires students to complete a comprehensive research project to ensure students have the requisite understanding of research and critical analysis process and are fully prepared to undertake further academic pursuits.

Designed for the professional learner, the program is offered in a flexible weekday, weekday evening, and weekend format. This allows students to maintain their involvement with their work while completing the program.

Graduates of the core M.A. in Organizational Psychology program are not eligible for registration as a clinical counsellor.

## Degree Requirements

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

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

MAOP-215	Leadership Development	3 cr.
MAOP-220	Consulting Skills	1 cr.
MAOP-222	Social Justice Practicum I	1 cr.
MAOP-225	Social Justice Practicum II	1 cr.
MAOP-515	Communication Theory and Practice	3 cr.
MAOP-523	Psychometrics Lab	1 cr.
MAOP-525	Statistical Methods at Work	3 cr.
MAOP-535	Ethics and Socially Responsible Practice	1 cr.
MAOP-546	Research Methods in Organizational Psychology	3 cr.
MAOP-547	Group Theory and Team Dynamics	3 cr.
MAOP-549	MAOP Thesis	3 cr.
MAOP-550	MAOP Thesis Preparation	1 cr.
MAOP-570	Foundations in Organizational Psychology	3 cr.
MAOP-576	Strategic Human Resource Management	3 cr.

MAOP-578	Personnel Selection and Assessment	3 cr.
MAOP-580	Organizational Change and Development	3 cr.
MAOP-585	Leadership Coaching	3 cr.
MAOP-586	Organizational Psychology Practicum I	1 cr.
MAOP-588	Organizational Psychology Practicum Seminar	1 cr.
MAOP-590	Career Development and Executive Succession	1 cr.
MAOP-641	Social Psychology and Well-Being at Work	3 cr.

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**Total Credit Hours Required: 45**

## Curriculum Sequence

### YEAR ONE

#### Fall Term

MAOP-215	Leadership Development	3 cr.
MAOP-570	Foundations in Organizational Psychology	3 cr.
MAOP-641	Social Psychology and Well-Being at Work	3 cr.
MAOP-535	Ethics and Socially Responsible Practice	1 cr.
MAOP-546	Research Methods in Organizational Psychology	3 cr.

**Term credits = 13**

#### Spring Term

MAOP-576	Strategic Human Resource Management	3 cr.
MAOP-578	Personnel Selection and Assessment	3 cr.
MAOP-523	Psychometrics Lab	1 cr.
MAOP-547	Group Theory and Team Dynamics	3 cr.
MAOP-525	Statistical Methods at Work	3 cr.

**Term credits = 13**

#### Summer Term

MAOP-220	Consulting Skills	1 cr.
MAOP-550	MAOP Thesis Preparation	1 cr.
MAOP-515	Communication Theory and Practice	3 cr.
MAOP-580	Organizational Change and Development	3 cr.
MAOP-585	Leadership Coaching	3 cr.
MAOP-590	Career Development and Executive Succession	1 cr.

**Term credits = 12**

### YEAR TWO

#### Fall Term

MAOP-549	MAOP Thesis	3 cr.
MAOP-222	Social Justice Practicum I	1 cr.

**Term credits = 4**

**Spring Term**

MAOP-529	MAOP Thesis Continued (Vancouver Campus)	0 cr.
MAOP-225	Social Justice Practicum II (Vancouver Campus)	1 cr.

**Term credits = 1****Summer Term**

MAOP-586	Organizational Psychology Practicum I	1 cr.
MAOP-588	Organizational Psychology Practicum Seminar	1 cr.

**Term credits = 2****Total Credit Hours = 45****Graduation Requirements**

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 300 clock hours of an organizational psychology practicum and 150 clock hours of Social Justice Practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two courses or six credits with a final grade of C.
4. Successful completion of M.A. Thesis.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

**Minimum Admission Requirements**

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

- A baccalaureate degree or equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework.
- The equivalent of six semester credit hours in baccalaureate level psychology with a grade of C or better. These courses must include introductory psychology and research methods.

Approved applicants will be evaluated through a writing sample and an interview as the final step in the application process. Students must complete all coursework required for the program at Adler University–Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy. For full details about our admissions requirements, visit [adler.edu](http://adler.edu).

## **Practicum – Vancouver Campus**

### **SOCIAL JUSTICE PRACTICUM (SJP)**

In their second year of the program, students will spend 8 to 10 hours per week over the course of six months at an approved Social Justice Practicum (SJP) site and must concurrently enroll in required coursework or thesis requirements. A minimum of 150 clock hours of SJP is required. International community service opportunities are also available. For more information, students should contact the Manager of Community Action & Engagement, Vancouver Campus.

### **PROFESSIONAL PRACTICUM**

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

# MASTER OF PUBLIC POLICY AND ADMINISTRATION

## Program Overview

The Master of Public Policy and Administration program develops leaders who are sensitive to issues of social justice and capable of addressing today's complex policy problems. The program shapes future policymakers, public administrators, and community-based professionals seeking to impact systemic social change. Students in the program participate in small, dynamic classes with a cohort of learners and receive individualized attention to support their learning. Graduates will be prepared for diverse career pathways including with municipal, provincial, and federal governments and agencies, as well as with not-for-profit organizations, advocacy groups, and research institutes. The Master of Public Policy and Administration program offers two concentrations, the Immigration Policy and Practice concentration and the Social Change Leadership concentration.

Graduates of this program will be able to:

- Execute the core facets of the policymaking process.
- Analyze how social and economic structures contribute to contemporary social issues and experiences of marginalization and inequity.
- Develop appropriate leadership skills for public and/or not-for-profit organizations.
- Identify the impact of key developments and contextual factors on Canadian governance and leadership in public and not-for-profit organizations.
- Apply a range of quantitative and qualitative methodologies in the development, analysis, and evaluation of public policy.
- Apply the associated standards of ethical behavior for professionals in the public and/or not-for-profit sectors.
- Construct strategies to engage diverse stakeholders in collaborative program, policy, and governance processes.
- Communicate respectfully and professionally with a diverse and changing citizenry.

Students graduating from the Immigration Policy and Practice concentration will also be able to:

- Evaluate the legal and policy framework for immigrant and refugee admission.
- Assess the Canadian support and settlement services to identify gaps and opportunities for improvement.

Students graduating from the Social Change Leadership concentration will also be able to:

- Examine current and historical tactics for the advancement of social justice within a public policy framework.
- Design community development initiatives to improve the lived experiences of marginalized populations.
- Have demonstrated knowledge of the key developments in Canadian public sector governance and be able to locate contemporary public policy and administration in its political, social, and economic context.
- Understand the fundamental principles of macro- and microeconomics and their application in the development of public policy in Canada in the public and not-for-profit sectors.



- Be prepared for ethical leadership and management of social change in substantive areas of social and public policy in Canada's public and not-for-profit sectors.
- Be able to identify a range of stakeholders in the public policy process and be equipped with communication and advocacy skills necessary to engage diverse policy actors.
- Be able to apply Adlerian community psychology and an analysis of the social determinants of health to the development and implementation of social programs in the public and not-for-profit sectors.
- Be able to critique and apply a range of quantitative and qualitative methodologies in the development, analyses, and evaluation of public policy.
- Understand the importance of multidisciplinary analysis in program development and evaluation in addressing the needs and interests of diverse populations in Canadian society.

## Degree Requirements

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

### Core Courses

MPPA-500	Principles of Community Psychology	3 cr.
MPPA-530	Public Policy Analysis and Application	3 cr.
MPPA-540	Organizational Leadership and Management Practice	3 cr.
MPPA-560	Social Program Planning and Implementation	3 cr.
MPPA-505	Public Sector Governance	3 cr.
MPPA-570	Ethics, Diversity, and Socially Responsible Practice	3 cr.
MPPA-510	Applied Research Methods I: Models and Analytics	3 cr.
MPPA-520	Applied Research Methods II: Applications	3 cr.
MPPA-550	Economy and Economic Analysis	3 cr.

### Immigration Policy and Practice Concentration Courses

MPPA-605	Canadian Immigration and Refugee Policy and Practice	3 cr.
MPPA-615	Canadian Settlement Structure and Service Planning	3 cr.
MPPA-625	Professional Practicum and Capstone Project	3 cr.

### Social Change Leadership Concentration Courses

MPPA-600	Foundations of Community Development	3 cr.
MPPA-610	Advocacy Strategy and Tactics for Social Change	3 cr.
MPPA-620	Professional Practicum and Capstone Project	3 cr.

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**Total Credit Hours: 36**

## Curriculum Sequence – Full-Time Model

### YEAR ONE

#### Fall Term

MPPA-500	Principles of Community Psychology	3 cr.
MPPA-505	Public Sector Governance	3 cr.
MPPA-510	Applied Research Methods I: Models and Analytics	3 cr.
MPPA-530	Public Policy Analysis and Application	3 cr.

**Term credits = 12**

#### Spring Term

MPPA-540	Organizational Leadership and Management Practice	3 cr.
MPPA-550	Economy and Economic Analysis	3 cr.
MPPA-520	Applied Research Methods II: Applications	3 cr.
MPPA-560	Social Program Planning and Implementation	3 cr.

**Term credits = 12**

#### Summer Term

MPPA-570	Ethics, Diversity, and Socially Responsible Practice	3 cr.
	Concentration Course 1	3 cr.
	Concentration Course 2	3 cr.

**Term credits = 9**

### YEAR TWO

MPPA-625	Professional Practicum and Capstone Project	3 cr.
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**Term credits = 3**

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**Total Credit Hours = 36**

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 300 hours of a professional practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two courses or six credits with a final grade of C.
4. Successful completion of a capstone project.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation for the conferral of the Master of Public Policy and Administration degree.

## Admission Requirements

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

Applicants to the program must have the following:

- A baccalaureate degree or equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework.
- Completion, with a grade of C or better, of two three-credit courses (six credits total) in program-relevant areas such as social or political science, sociology, women's or gender studies, economics, policy, community development, research methods, and statistics. Equivalencies will be considered.
- Evidence of interest and experience in community and social change efforts.

Approved applicants will also be evaluated through a writing sample. Students must complete all coursework required for the program at the Adler University – Vancouver Campus.

The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy as well as the professional practicum.

## DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

The Doctor of Psychology in Clinical Psychology (PSYD) program prepares students for the general practice of professional clinical psychology with particular focus on socially responsible practice that includes education and training regarding the broader social and systemic factors that contribute to human dysfunction. Our Psy.D. program aligns with the core competencies outlined by the Mutual Recognition Agreement of the regulatory bodies for professional psychologists in Canada and the scholar-practitioner model of training and education developed by the National Council of Schools and Programs of Professional Psychology to develop knowledge, skills, and values in seven core competency areas: relationship, assessment, intervention, research and evaluation, consultation and education, management and supervision, and individual and cultural diversity.

The Vancouver Campus program curriculum was initially designed to mirror the Chicago Campus Psy.D. curriculum, which has received accreditation from the American Psychological Association. The program curriculum has been specifically designed to meet the curricular requirements of most provincial and state licensing and registration bodies. Graduates of the parallel Chicago Campus Psy.D. program have been registered or licensed as psychologists in Canada and the United States. Applicants are encouraged to consult the registration/licensure requirements of the jurisdiction in which they hope to become registered/licensed to verify that the program meets their specific jurisdictions' requirements. The program is structured for completion in five years of full-time study, which includes a full-year internship in the final year of the program.

### Curriculum

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

In the first year, foundation courses help students develop knowledge and skills pertinent to relationship, diversity, and assessment competencies, as well as human development and health and dysfunction. Foundation courses also are taken in biological bases and cognitive/affective bases of behavior. In addition, students attend a professional development seminar to receive guidance on program requirements, an orientation to issues pertinent to professional psychology, and preparation for the Social Justice Practicum, the unique service-learning experience that reflects our doctoral program's goal to educate socially responsible practitioners.

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

The fourth year of the curriculum is devoted to coursework on professional practice-oriented competencies such as supervision and consultation as well as additional coursework in psychopharmacology and socially responsible practice. Students are encouraged to complete their doctoral dissertations prior to beginning their pre-doctoral internships.

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

## **Clinical Training: Practica and Internship**

The program requires a minimum of 600 hours of clinical practicum experience and a minimum of 300 hours of direct client contact. Students are to receive a minimum of one hour of supervision for every four hours of client contact by psychologists registered in the jurisdiction, as well as group consultation support from an appropriately credentialed University faculty member. In the fifth year of the program, students complete a minimum 1,600-hour internship at an approved site. In addition, the program requires a minimum 150-hour Social Justice Practicum that provides students with experiential learning on issues of diversity and social justice as they relate to individual and community mental health and well-being (this is a nonclinical practicum training).

## **Research Training and the Dissertation**

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

## **Doctoral Clinical Qualifying Examinations**

In addition to satisfying coursework, clinical and research training, and other program requirements, students must also pass two qualifying examinations. Qualifying examinations are important tasks in the doctoral curriculum that provide students with the opportunity to integrate course material and practical training, reflect on the educational and training experiences, and apply their learning to clinical and social issues. The qualifying exams are milestone experiences allowing faculty to evaluate students' readiness for internship and ability to proceed in the program. Receiving a failing grade on these exams indicates that students demonstrate significant problems in several areas measured on these exams. Students who fail a qualifying exam the first time will receive feedback about their exam performance and will, in most cases, have an opportunity to take the exam a second time. Students who fail a doctoral qualifying exam the second time will be referred to their Program Director, and a second failure may result in dismissal from the program.

## Residency Requirement

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

## Work Outside of Teaching or Research Assistantships

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

## Admission Criteria

Applicants to the program must have the following:

- An honours baccalaureate degree in psychology or a substantial background in psychology (defined as 30 credits of coursework in psychology).
  - Coursework must include the following prerequisites: abnormal psychology, research methods, statistics, and developmental psychology/life span development.
  - Additional coursework (pending faculty approval) should include courses related to neuroscience, cognition, social psychology, developmental psychology, tests and measurement theory, personality, and learning.
- A grade point average of 3.25 or higher on a 4.0 scale for all undergraduate or graduate coursework.
  - Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways (e.g., significant clinical or research experience, strong psychology GPA, excellent GRE scores, or an improved GPA over time). Applicant may be asked to provide additional supporting documentation for any extenuating circumstances.
- Practicum or work experience in psychology or a related field is highly desirable and is considered in the evaluation of applicants.

Approved applicants will be evaluated through a writing sample and interview as the final step in the application process.

Students accepted for admission who have completed previous graduate-level coursework from Adler University or another graduate institution may apply to have their previous coursework considered for transfer credit. A maximum of 24 semester credits may be transferred into the Psy.D. program. Adler does not grant credit for any curriculum requirements based on prior learning assessment.

## Degree Requirements

The following courses are required for this degree:

PCO-337	Group Psychotherapy	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PSYD-472	Basic Intervention and Assessment Skills	3 cr.
PSYD-510	Psychometric Theory	3 cr.

PSYD-515	Applied Research Design in Clinical Psychology	3 cr.
PSYD-530	Community Psychology	3 cr.
PSYD-550	Statistics	3 cr.
PSYD-560	Trauma Assessment and Intervention	3 cr.
PSYD-600	Doctoral Professional Development Seminar I	1 cr.
PSYD-601	Doctoral Professional Development Seminar II	1 cr.
PSYD-602	Social Justice Practicum I	1 cr.
PSYD-603	Social Justice Practicum II	1 cr.
PSYD-627	Assessment I: Cognitive and Intellectual Assessment (with Lab)	4 cr.
PSYD-628	Assessment II: Personality Assessment	3 cr.
PSYD-629	Assessment III: Integrated Assessment (with Lab)	4 cr.
PSYD-630	Cognitive-Behavioural Approaches to Intervention	3 cr.
PSYD-632	Cognitive/Affective Bases of Behaviour	3 cr.
PSYD-634	History and Systems	3 cr.
PSYD-636	Biological Bases of Behaviour	3 cr.
PCO-641	Social Psychology and Individual Diversity	3 cr.
PSYD-647	Biopsychosocial Bases of Health and Dysfunction – Adult	3 cr.
PSYD-648	Biopsychosocial Bases of Health and Dysfunction – Child	3 cr.
PSYD-655	Ethics and Professional Practice in Psychology	3 cr.
PSYD-660	Humanistic/Existential Approaches to Intervention	3 cr.
PSYD-663	Introduction to Child and Family Interventions	3 cr.
PSYD-670	Psychodynamic Approaches to Intervention	3 cr.
PSYD-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
PSYD-680	Supervision and Consultation	3 cr.
PSYD-690	Psychopharmacology	3 cr.
PSYD-691	Doctoral Clinical Qualifying Examination – Intervention	0 cr.
PSYD-692	The Role of the Psychologist in Management, Administration, and Leadership	3 cr.
* PSYD-701	Assessment Practicum I	1 cr.
* PSYD-702	Assessment Practicum II	1 cr.
* PSYD-703	Assessment Practicum III	1 cr.
PSYD-707	Assessment Practicum Continued I (as needed)	0 cr.
* PSYD-704	Therapy Practicum I	1 cr.
* PSYD-705	Therapy Practicum II	1 cr.
* PSYD-706	Therapy Practicum III	1 cr.
PSYD-708	Therapy Practicum Continued II (as needed)	0 cr.
PSYD-711	Assessment Practicum Seminar I	1 cr.
PSYD-712	Assessment Practicum Seminar II	1 cr.
PSYD-713	Assessment Practicum Seminar III	1 cr.
PSYD-714	Therapy Practicum Seminar I	1 cr.
PSYD-715	Therapy Practicum Seminar II	1 cr.
PSYD-716	Therapy Practicum Seminar III	1 cr.
PSYD-900	Doctoral Dissertation Seminar: Proposal I	1 cr.
PSYD-901	Doctoral Dissertation Seminar: Proposal II	1 cr.

PSYD-902	Doctoral Dissertation Seminar I	1 cr.
PSYD-903	Doctoral Dissertation Seminar II	1 cr.
PSYD-904	Doctoral Dissertation Seminar III	1 cr.
PSYD-906	Doctoral Dissertation Seminar Continued (as needed)	0 cr.
PSYD-990	Doctoral Clinical Qualifying Examination – Assessment	0 cr.
PSYD-***	Clinical Elective	3 cr.
PSYD-929	Doctoral Internship Full-Time	1 cr.
PSYD-930	Doctoral Internship Full-Time	1 cr.
PSYD-931	Doctoral Internship Full-Time	1 cr.
PSYD-932	Doctoral Internship Part-Time	1 cr.
PSYD-933	Doctoral Internship Part-Time	1 cr.
PSYD-934	Doctoral Internship Part-Time	1 cr.
PSYD-935	Doctoral Internship Part-Time	1 cr.
PSYD-936	Doctoral Internship Part-Time	1 cr.
PSYD-937	Doctoral Internship Part-Time	1 cr.

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**Total Credit Hours Required: 106**

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

Note: Curriculum requirements may change in accordance with approval from the British Columbia Ministry of Advanced Education.

## Curriculum Sequence

Students should take courses following the curriculum sequence described below in order to satisfy prerequisites for advanced courses, be approved to take qualifying examinations, and prepare for practicum placements. Not following the recommended course sequence may result in longer time to completion of the degree.

### YEAR ONE

#### Fall Term

PSYD-510	Psychometric Theory	3 cr.
PSYD-472	Basic Intervention and Assessment Skills	3 cr.
PSYD-600	Doctoral Professional Development Seminar I	1 cr.
PSYD-602	Social Justice Practicum I	1 cr.
PSYD-627	Assessment I: Cognitive and Intellectual Assessment (with Lab)	4 cr.
PSYD-647	Biopsychosocial Bases of Health and Dysfunction – Adult	3 cr.

**Term Credits = 15**

#### Spring Term

PSYD-603	Social Justice Practicum II	1 cr.
PSYD-601	Doctoral Professional Development Seminar II	1 cr.
PSYD-628	Assessment II: Personality Assessment	3 cr.
PSYD-636	Biological Bases of Behaviour	3 cr.
PCO-641	Social Psychology and Individual Diversity	3 cr.
PSYD-648	Biopsychosocial Bases of Health and Dysfunction – Child	3 cr.

**Term Credits = 14**



**Summer Term**

PSYD-629	Assessment III: Integrated Assessment (with Lab)	4 cr.
PSYD-632	Cognitive/Affective Bases of Behaviour	3 cr.
PSYD-655	Ethics and Professional Practice in Psychology	3 cr.
PSYD-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

**Term Credits = 13****YEAR TWO****Fall Term**

PSYD-560	Trauma Assessment and Intervention	3 cr.
PSYD-630	Cognitive-Behavioural Approaches to Intervention	3 cr.
PSYD-701	Assessment Practicum I	1 cr.
PSYD-711	Assessment Practicum Seminar I	1 cr.

**Term Credits = 8****Spring Term**

PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PSYD-660	Humanistic/Existential Approaches to Intervention	3 cr.
PSYD-702	Assessment Practicum II	1 cr.
PSYD-712	Assessment Practicum Seminar II	1 cr.

**Term Credits = 8****Summer Term**

PCO-337	Group Psychotherapy	3 cr.
PSYD-663	Introduction to Child and Family Interventions	3 cr.
PSYD-703	Assessment Practicum III	1 cr.
PSYD-713	Assessment Practicum Seminar III	1 cr.
PSYD-990	Doctoral Clinical Qualifying Examination – Assessment	0 cr.

**Term Credits = 8****YEAR THREE****Fall Term**

PSYD-***	Clinical Elective	3 cr.
PSYD-515	Applied Research Design in Clinical Psychology	3 cr.
PSYD-704	Therapy Practicum I	1 cr.
PSYD-714	Therapy Practicum Seminar I	1 cr.

**Term Credits = 8****Spring Term**

PSYD-550	Statistics	3 cr.
PSYD-900	Doctoral Dissertation Seminar: Proposal I	1 cr.
PSYD-670	Psychodynamic Approaches to Intervention	3 cr.
PSYD-705	Therapy Practicum II	1 cr.
PSYD-715	Therapy Practicum Seminar II	1 cr.

**Term Credits = 8****Summer Term**

PSYD-691	Doctoral Clinical Qualifying Examination – Intervention	0 cr.
PSYD-706	Therapy Practicum III	1 cr.
PSYD-716	Therapy Practicum Seminar III	1 cr.
PSYD-901	Doctoral Dissertation Seminar: Proposal II	1 cr.

**Term Credits = 3**

**YEAR FOUR****Fall Term**

PSYD-530	Community Psychology	3 cr.
PSYD-634	History and Systems	3 cr.
PSYD-902	Doctoral Dissertation Seminar I	1 cr.

**Term Credits = 7****Spring Term**

PSYD-680	Supervision and Consultation	3 cr.
PSYD-903	Doctoral Dissertation Seminar II	1 cr.

**Term Credits = 4****Summer Term**

PSYD-690	Psychopharmacology	3 cr.
PSYD-692	The Role of the Psychologist in Management, Administration, and Leadership	3 cr.
PSYD-904	Doctoral Dissertation Seminar III	1 cr.

**Term Credits = 7****YEAR FIVE**

PSYD-929	Doctoral Internship Full-Time	1 cr.
PSYD-930	Doctoral Internship Full-Time	1 cr.
PSYD-931	Doctoral Internship Full-Time	1 cr.

**Term Credits = 3****Total Credit Hours = 107****Graduation Requirements**

1. Satisfactory completion of all required credit hours, including all required courses as outlined in the curriculum.
2. Satisfactory completion of a minimum of 600 hours of clinical practicum with a minimum of 300 hours of direct client contact.
3. Satisfactory completion of the Social Justice Practicum.
4. A cumulative grade point average of 3.0 or higher and meeting all school policy with regard to grades.
5. Fulfillment of the residency requirement described above.
6. Successful completion of all qualifying and comprehensive examinations.
7. Successful completion of a doctoral dissertation.
8. Satisfactory completion of an institution-approved pre-doctoral internship.
9. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

## COURSE DESCRIPTIONS – VANCOUVER CAMPUS

**MACP-200 Professional Development Seminar I 1 Credit**

**MACP-201 Professional Development Seminar II 1 Credit**

**(Vancouver Campus)**

These seminars provide students opportunities to meet in a small group with peers and one faculty member who will also serve as the students' Advisor. The course covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of professional psychology, issues of diversity as it relates to the field and students' personal and professional growth, and overview of the ethical codes and professional standards of psychology. This course will also assist in orienting and preparing students for the Social Justice Practicum (SJP).

**MACP-337 Group Psychotherapy 3 Credits**

**(Vancouver Campus)**

*Prerequisites:* MACP-472, MACP-520. This course examines the history, theory, methods, and application of group psychotherapy in professional psychology. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practice groups, and participation in and experience leading an experiential in-class group. The class meets as a group, and students process their experiences in the here and now. The goal is to help students become more comfortable with themselves and, therefore, learn to relate more effectively and creatively in the group setting.

**MACP-402 Introduction to Adlerian Psychology and Psychopathology 3 Credits**

**(Vancouver Campus)**

This course covers the major principles of Adlerian, or individual, psychology. Students learn the theoretical principles as a basis for understanding each individual's creation of a unique style of life or personality. This course will address cognitive, affective, social, cultural, and diversity aspects in the individual's formation of his or her view of self, others, and the world. The social nature of people, individual creativity, holism, purposive behaviour, family system, memory, and private logic are among the theoretical principles that will be explored. This course also includes thorough examination of Adler's futuristic principle of Gemeinschaftsgefühl and its potential impact on both individuals and humankind.

**MACP-433 Parent Education: Adlerian Theories and Interventions 2 Credits**

**(Vancouver Campus)**

*Prerequisite:* MACP-402. This course prepares students to provide child guidance and parent education based on Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students develop skills and knowledge for conducting parenting groups/workshops in the local community and gain a greater sense of parenting issues, support, and strategies. The course also provides students with an opportunity to apply the material within their practice and within the local community. There will be an in-class presentation component as well as a presentation in the local community.

**MACP-438 Introduction to Addictive Disorders 3 Credits**  
**(Vancouver Campus)**

This course is designed to provide an introduction to substance dependence, substance abuse, and other addictive disorders. Included is an overview of the information needed to assess addictive disorders, along with the relevant treatment models, and to provide the tools to recognize the signs and symptoms of substance use, misuse, abuse, and 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 historical development of alcohol and other drug usage, self-help groups, treatment delivery systems, and social justice issues.

**MACP-472 Basic Counselling Skills and Interventions 3 Credits**  
**(Vancouver Campus)**

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice. In the area of intervention, the course familiarizes students with the primary elements of the psychotherapeutic relationship, common factors in counselling and psychotherapy, and basic diversity competency in helping relationships. The course covers counsellor attending, effective use of active listening skills (verbal and nonverbal) and other interventions, intake interviewing, and goal setting, writing case notes, and self-reflection. Students will also learn to apply ethical standards that are relevant to issues in this course (e.g., informed consent, confidentiality, dual relationships).

**MACP-473 Pre-practicum Counselling Skills Lab 0 Credits**  
**(Vancouver Campus)**

*Prerequisite: MACP-472.* The pre-practicum lab is designed to provide additional practice of basic counselling and intervention skills before students start their clinical practicum experience. Students will have the opportunity to work with their peers or in the community, build clinical relationships, receive support and feedback from the lab supervisor, and experience a peer consultation group. (Lab fees applied.)

**MACP-474 Advanced Counselling Skills and Interventions 3 Credits**  
**(Vancouver Campus)**

*Prerequisites: MACP-472, MACP 520.* This course focuses on more advanced counselling skills (e.g., silence, immediacy, self-disclosure, use of metaphor, inferring client feelings, enhancing responses, body awareness). Students will be introduced to theories of change and will learn and practice interventions related to those theories from different counselling orientations. All counselling will be approached and practiced through a multicultural and diversity lens. The course will also cover evidence-based research that supports the importance of developing counsellor-client relationships as well as the use and application of interventions. The growth of self as counsellor will be developed around self-reflexivity, self-compassion, self-care, resiliency, and use of feedback.

**MACP-495 Research in Counselling Psychology 3 Credits**  
**(Vancouver Campus)**

*Prerequisite: Undergraduate course in research methods.* This course discusses the assumptions and methods of a range of both qualitative and quantitative research designs used in counselling psychology research. A critical assessment is provided of the strengths and weaknesses of different research methods and their application to the study of the advancement and challenges in the field of counselling psychology. Students also gain an appreciation for the role of research in an informed and ethical counselling practice.

**MACP-505 Ethical Practice in Counselling Psychology 3 Credits**  
**(Vancouver Campus)**

This course is designed to provide students with a solid foundation for the ethical practice of counselling psychology. Students will become familiar with the codes of ethics used by counsellors as well as a systematic process of ethical decision-making when faced with ethical dilemmas. This course will also provide an overview of legal issues that affect the day-to-day work of counsellors. Issues of diversity and social justice will be discussed throughout the course and applied to ethical practice.

**MACP-506 Master's Practicum I 1 Credit**  
**(Vancouver Campus)**

*Prerequisites: Please consult program section for several prerequisites; concurrent with MACP-508.* This course consists of a counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

**MACP-507 Master's Practicum II 1 Credit**  
**(Vancouver Campus)**

*Prerequisites: MACP-506, MACP-508; concurrent with MACP-509.* This course consists of a counselling practicum field experience at an approved practicum site. Students should expect to spend a minimum of two to three days per week over the course of the term at their practicum site.

**MACP-508 Master's Practicum Seminar I 2 Credits**  
**(Vancouver Campus)**

*Prerequisites: Please consult program section for several prerequisites.* Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization, and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective practica are discussed to illustrate general principles of counselling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counselling.

**MACP-509 Master's Practicum Seminar II 2 Credits**  
**(Vancouver Campus)**

*Prerequisite: MACP-508.* Using a peer consultation model facilitated by a qualified clinical instructor, this seminar provides students engaged in practicum training with an opportunity to integrate learning about assessment, case conceptualization, and treatment planning and intervention through application to their clinical practicum experiences. Specific cases that students are working on in their respective practica are discussed to illustrate general principles of counselling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counselling.

**MACP-516 Individual Appraisal for Counsellors in Practice 3 Credits**  
**(Vancouver Campus)**

This course will familiarize students with assessment and evaluation commonly used in counselling practice. The following topics will be addressed: theoretical and historical bases for assessment techniques; validity; reliability; appraisal methods; strategies for selecting, administering, interpreting, and using assessment and evaluation instruments; and techniques in counselling.

**MACP-517                      Trauma Theory and Practice                      3 Credits**  
**(Vancouver Campus)**

This course presents an overview of the history, theory, and neurobiology of trauma and how to treat its various presentations. The impact of early trauma and/or neglect on the brain and nervous system, and how this impact differs from trauma events later in life will be reviewed. The nature of trauma memory, how to work with both explicit and implicit memories, and why and how these memories are processed differently in counselling are presented. The assessment and treatment of trauma in its various presentations, using current and empirically-validated methodologies, as well as somatic and expressive approaches is reviewed and practiced.

**MACP-520                      Theories of Psychotherapy                      3 Credits**  
**(Vancouver Campus)**

This survey course presents an examination and analysis of the major theories, principles, and techniques of psychotherapy. Theories to be examined may include many of the foundational theoretical approaches to treatment, such as psychoanalytic, person-centered, existential, Gestalt, rational emotive behavioural, cognitive, family systems, feminist, solution-focused, and narrative therapies. The course will examine the relevant application of theory in conceptualizing one's ongoing work with a client. The difference between using a theory and using an intervention will be reviewed. The course will also examine the evidence base for psychotherapy.

**MACP-525                      Preparation for the M.A. Thesis                      1 Credit**  
**(Vancouver Campus)**

*Prerequisite: MACP-495.* This seminar provides students with an opportunity to meet in a small group format with peers and their thesis supervisor as part of the thesis advising process. With guidance from their Supervisor and peers, students will review and discuss their thesis topics and research methodologies with the goal of developing, refining and completing their thesis proposal by the end of the seminar. Students will also learn about the ethical responsibilities related to conducting psychological research and be expected to work on their Ethics application during the term. Students are required to take this course prior to registering for MACP-526.

**MACP-526                      M.A. Thesis I                      1 Credit**  
**(Vancouver Campus)**

*Prerequisites: MACP-495, MACP-525.* Students are required to take this course prior to registering for MACP-527. The M.A. Thesis is a student-directed research project conducted in consultation with an approved faculty member of a topic of quantitative or qualitative study relevant to the theory and practice of counselling psychology. The thesis is an important capstone task (a culmination or highest point) for students' demonstration of the integration of science and practice and the critical thinking skills required for the ethical and professional practice of counselling psychology. Students are required to complete a scholarly paper of publishable quality in accordance with Adler University guidelines and Canadian Psychological Association and American Psychological Association standards.

**MACP-527                      M.A. Thesis II                      1 Credit**  
**(Vancouver Campus)**

*Prerequisite: MACP-526.* Students are required to take this course prior to registering for MAC-528. See description for MACP-526.

**MACP-528 M.A. Thesis III 1 Credit**  
**(Vancouver Campus)**

*Prerequisite:* MACP-527. See description for MACP-526.

**MACP-529 M.A. Thesis Continuation 1 Credit**  
**(Vancouver Campus)**

Master's students who are continuing to work on their thesis and have already registered for and completed the M.A. Thesis course must register each term for this course and pay the required fee to remain in good standing. Students enrolled in M.A. Thesis Continuation are expected to make steady and consistent progress on completion of their thesis. Failure to enroll in courses or M.A. Thesis Continuation may result in dismissal from the MACP program.

**MACP-569 Lifestyle and Career Development 3 Credits**  
**(Vancouver Campus)**

This course examines a person's career trajectory and dynamics within the context of the person's individual circumstances (ability, culture, ethnicity, etc.). Students will learn to assess career interests, aptitudes, and options. These will be explored as individual and collective sources of work information. Understanding how these are embedded within the larger societal context will allow students to help clients with career decisions and transitions in the broader perspective of total personal development.

**MACP-641 Multicultural Counselling for Diverse Populations 3 Credits**  
**(Vancouver Campus)**

This course offers students a framework to implement multicultural counselling competencies from a social justice perspective through developing necessary attitudes, knowledge, skills, and advocacy interventions when working with diverse populations. Students will critically examine the Eurocentric, patriarchal, and heteronormative ideologies commonly embedded in counselling psychology and become familiarized with culturally based counselling methods. Substantial emphasis will be placed on students' awareness of their intersection of identities and how it shapes their own values, attitudes, beliefs, and biases, as well as how the dynamics of power, privilege, and oppression may influence the therapeutic encounter.

**MACP-647 Biopsychosocial Bases of Health and Dysfunction 3 Credits**  
**(Vancouver Campus)**

This course is designed to provide students with the foundational knowledge and skills necessary for understanding DSM-5 diagnoses from a biopsychosocial perspective. A comprehensive introduction to the clinical features and biopsychosocial etiologies of mental disorders will be reviewed as well as the therapeutic approaches commonly used for treatment.

**MACP-663 Effective Couple and Family Counselling 3 Credits**  
**(Vancouver Campus)**

*Prerequisites:* MACP-472, MACP-505. This course offers an in-depth understanding of several evidence-based models for intervening with families and couples. The course covers a range of dysfunctions within couple and family systems and appropriate interventions. Emphasis is on the systematic application of techniques through theoretical analysis, intervention selection, and role-playing of interventions. Students will be encouraged to examine how these models fit for themselves theoretically and personally, and how well they fit with a variety of clinical populations.

**MACP-671                      Structural and Sociocultural Bases of Health                      3 Credits**  
**and Dysfunction**

**(Vancouver Campus)**

*Prerequisites:* MACP-472, MACP-520. Traditionally, psychologists and counsellors work within circumscribed clinical contexts in which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macro-trends). Therefore, effective clinical intervention and problem-solving requires an ability to see, analyze and understand these phenomena, and to develop appropriate remedial responses.

**MACP-673                      Advanced Adlerian Psychotherapy                      3 Credits**  
**(Vancouver Campus)**

*Prerequisite:* MACP-402. The theoretical principles of individual psychology (IP) including holism, phenomenology, teleology, and social interest are applied to address the cognitive, affective, sociocultural dimensions of personality development. The impact of unique and creative perception in the formation of an individual's self, ethical, and worldview will be demonstrated. Adlerian personality assessment or style of life will be emphasized as an assessment tool in the cache of the IP practitioner. Family constellation (system), early memories, dreams, life tasks, and their meaningful significance and usefulness will be used to gain an understanding of each client's unique personality development. Adlerian concepts will be practically applied to approaches to counselling and therapy. Interventions that are congruent with theoretical assumptions such as social interest, holism, phenomenology, and teleology will be examined. The lifestyle assessment will be used to develop comprehensive, diverse, and culturally specific treatment plans and goals. Adlerian therapeutic techniques will be examined and practiced.

**MACP-674                      Introduction to Sex Therapy                      3 Credits**  
**(Vancouver Campus)**

This course provides an introduction to sex therapy, with a focus on the foundational underpinnings required for clinical practice. The course will address theory and research about the historical, biological, psychological, and social/cultural influences on human sexuality and its expression. Students will critically examine their own personal biases and reactions to the material, reflect and evaluate the various forms of sexual expression and concerns for clients, consider the meaning of sex positivity and sex negativity and how it relates to sexual concerns, and learn basic skills about how to intervene in a clinical setting. Topics that will be addressed include sexual anatomy, sexual response, sexual health, gender expression and/or identity, sexual orientation, sexual preferences and expression, sexual concerns, and sexual communication. Students should come prepared to examine their thoughts, beliefs, preferences, and assumptions as they relate to their own sexuality.

**MACP-676                      Introduction to Depth Psychology and Psychotherapy                      3 Credits**  
**(Vancouver Campus)**

This course is designed to introduce students to the theory and practice of depth psychology. The course will review the seminal works of Sigmund Freud and Carl Jung and the contemporary developments of their work including such authors as Anna Freud, Karen Horney, Melanie Klein, Thomas Ogden, Wilfred Bion, Sandor Ferenczi, James Hillman,



and others. The practice of depth psychology will be examined, including working in the therapeutic frame, dreamwork, transference, and countertransference. Finally, contemporary practices of depth psychology will be examined, including attention to diversity, social justice, and social responsibility.

**MACP-995                      Master's Clinical Qualifying Examination                      0 Credits**  
**(Vancouver Campus)**

*Prerequisite: Completion or near completion of all M.A. requirements.* The Master's Clinical Qualifying Examination consists of the presentation of a clinical case including an audiotape, an analysis of key interchanges within the session presented, a written case conceptualization and treatment plan, a paper integrating research with the clinical case, and a paper examining social issues pertinent to the clinical case. Students will meet with two faculty examiners to review the material pertinent to the case. The oral presentation will take between one to one-and-a-half hours. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students who fail to pass on the second attempt are subject to dismissal from the University.

**MAOP-215                      Leadership Development                      3 Credit**  
**(Vancouver Campus)**

This course will help students discover and mobilize their individual and collective leadership capacity in the field of organizational psychology. Emphasis will be placed on identifying the students' unique strengths, core values, and self-limiting beliefs and discerning a personal quest worthy of their deepest commitment. Students will gain a working knowledge of professional issues faced by the organizational psychologist in a variety of different contexts and a portfolio of resources and principles for setting their quest in motion. The course will also offer a preliminary overview of social responsibility within the context of the business community and additional assistance in orienting and preparing for the Social Justice Practicum (SJP). Learning throughout this seminar will be reinforced by dynamic group activities, peer coaching, reflective journaling, guest speakers, and applied projects.

**MAOP-220                      Consulting Skills                      1 Credit**  
**(Vancouver Campus)**

In this capstone course, students will learn the guiding principles and large group methods used to build and strengthen communities of belonging, where members feel a deep sense of shared purpose, interconnectedness, emotional ownership, and accountability for the whole. Emphasis will be placed on the application of well-established methodologies aimed at bringing large groups of people together to create visions, build strategy, define work processes, and create direction for institutions and communities. A key component of the course is developing and setting in motion a personal and collective strategy for building a professional network and community of practice as MAOP alumni.

**MAOP-222                      Social Justice Practicum I                      1 Credit**

**MAOP-225                      Social Justice Practicum II                      1 Credit**  
**(Vancouver Campus)**

Students will spend 8 to 10 hours per week over the course of six months at an approved Social Justice Practicum (SJP) site. A minimum of 150 clock hours of SJP is required. International social justice opportunities are also available. Students will engage in structured project activities related to social action, outreach, programming, development, and needs assessment. For more information, students should contact the Manager of Social Justice Practicum, Vancouver Campus.

**MAOP-515                      Communication Theory and Practice                      3 Credit**  
**(Vancouver Campus)**

This course is designed to provide students with the foundational communication skills, principles, and theoretical frameworks necessary for entry-level consulting practice. The course familiarizes students with the primary elements of a consulting relationship, process consultation, and basic diversity competency in consulting relationships. The course covers the contracting meeting, appreciative interviewing, active listening skills (verbal and nonverbal), client engagement, whole system discovery, understanding resistance, goal setting, and self-reflection. Designing and delivering contextually based, experientially driven learning events for the Vancouver business community is also a key component of this course. Students will learn to apply ethical issues that are relevant to topics in this course (e.g., informed consent, confidentiality).

**MAOP-523                      Psychometrics Lab                      1 Credit**  
**(Vancouver Campus)**

The objective of this course is to increase students' familiarization with psychometric issues pertinent to the present-day organizational psychologist as both informed consultant and active researcher. Students will learn research skills that will help them develop innovative solutions to problems in psychological measurement. The course covers developing psychological measurement instruments and relevant ethical implications, investigating the reliability and validity of psychological data, and analyzing psychometric data using factor analytic procedures.

**MAOP-525                      Statistical Methods at Work                      3 Credit**  
**(Vancouver Campus)**

This course is designed to provide students with knowledge and skills relevant to application of statistical analyses that are essential to supplement organizational effectiveness. Students will learn to translate organizational questions into research questions, determine appropriate statistical tools, and make decisions and solve problems in organizations based on quantitative data. Statistical techniques most commonly used in organizational settings will be covered, including distributions, correlations, probability, regression analyses, and group differences methodologies. Students will be provided with organizational data sets that they will use to gain competencies in framing and answering organizational questions, analyzing and interpreting quantitative data, and creatively presenting results to a variety of stakeholders, including a panel of practitioners. Finally, this course will prepare students for their thesis work by introducing a number of advanced statistical methods, such as meta-analysis and structural equation modeling.

**MAOP-546                      Research Methods in Organizational Psychology                      3 Credits**  
**(Vancouver Campus)**

This course discusses the assumptions and methods of a range of research designs used in organizational psychology research. A critical assessment is provided of the strengths and weaknesses of different research methods and their application to the study of individual, group, and organizational behaviour. Students are expected to generate a statement of a research problem of interest and then propose how this problem could be investigated through two different methodologies – one qualitative and one quantitative. Preparation of a research question and exploring options to answer this through research is intended to assist students in their eventual completion of their master's thesis.

**MAOP-547                      Group Theory and Team Dynamics                      3 Credits**  
**(Vancouver Campus)**

Much of the activity in organizations occurs in group/team structures and processes. This course provides students with the knowledge, understanding, and skills to effectively facilitate groups and teams in need of support and development. The course will teach the methodologies that internal and external consultants use to assist teams and organizations. The emphasis is on change, conflict, problem-solving, team leadership, and ethical practice. Drawing from theory and research in organizational psychology, social psychology, sociology, and organizational behaviour, the history, theory, methods, and applications of group theory and practice are examined, discussed, and demonstrated. The development of competency in group facilitation methods is taught through didactic presentation, role-playing, and participation in a group-designed course structure.

**MAOP-549                      MAOP Thesis                      3 Credits**  
**(Vancouver Campus)**

*Prerequisites: MAOP-546, MAOP-550.* The MAOP Thesis is a student-directed study conducted in consultation with an approved faculty member of a topic relevant to the theory and practice of organizational psychology. The research project is an important capstone task (a culmination or highest point) for students' demonstration of the integration of science and practice and the critical thinking skills required for the ethical and professional practice in organizational psychology. Students are required to complete a scholarly paper of publishable quality in accordance with Adler University guidelines and Canadian Psychological Association and American Psychological Association standards.

**MAOP-550                      MAOP Thesis Preparation                      1 Credit**  
**(Vancouver Campus)**

*Prerequisite: MAOP-546.* Students are required to take this course prior to registering for MAOP Thesis (MAOP-549). The purpose of this course is to review with students policies and procedures pertinent to completion of a thesis as a degree-program requirement. The course instructor will assist students in selecting and/or refining an appropriate topic for empirical study, identifying a faculty member to serve as their thesis advisor, and developing a research proposal that will form the foundation for their final thesis.

**MAOP-570                      Foundations in Organizational Psychology                      3 Credits**  
**(Vancouver Campus)**

This course builds on foundation material by offering a more detailed consideration of theoretical, methodological, and practical issues associated with organizational behaviour at the individual, small group, and organizational levels of analysis. Students will be required to assess the potential applicability of theoretical frameworks to a range of practical settings. The use of interactive discussion, case analysis, and self-reflection will help students develop a deeper understanding and appreciation of their own unique capacity to help individuals, teams, and organizations perform at their best.

**MAOP-576                      Strategic Human Resource Management                      3 Credits**  
**(Vancouver Campus)**

This course provides students with an introduction to human resource management and the role of psychological theory and methodology in promoting strategic utilization and development of human resources in organizations. Current developments in the behavioural sciences as they apply to the business organization are stressed. Applied psychology in the workplace is explored through the study of best practices in the areas of job analysis, performance development, recruitment, selection, and training.

**MAOP-578 Personnel Selection and Assessment 3 Credits**  
**(Vancouver Campus)**

This is a practical, professionally oriented course in how to conduct psychological assessment for the purpose of personnel selection and development in organizational settings. Students will learn applied psychometric theory and how to evaluate, select, administer, score, interpret, and integrate the findings from the most commonly used psychological assessment techniques in the field of organizational psychology. Students will also examine legal and ethical context of personnel assessment and selection in Canada. Primary emphasis will be placed on behavioural interviewing, personality inventories, cognitive ability tests, vocational interests inventories, work samples, and simulations. These techniques will be taught in the context of assisting organizations in selecting and developing leaders.

**MAOP-580 Organizational Change and Development 3 Credits**  
**(Vancouver Campus)**

This course provides an analysis of structures, culture, and leadership of organizations and how they differ. The majority of the course addresses the theories, activities, challenges, and ethics of change management initiatives affecting work units, task groups, and individuals and the role of the consultant in these processes. The course will familiarize students with organizational and group assessment techniques to use before, during, and after consultations designed to effect change. Additionally, students will learn how to evaluate various organizational interventions and choose appropriate interventions based on theory and scholarly literature. Interwoven throughout the course is an understanding of the ethical implications of organizational intervention and enhanced cross-cultural sensitivity.

**MAOP-585 Leadership Coaching 3 Credits**  
**(Vancouver Campus)**

This course is designed to provide students with an understanding of the principles and practices in executive/organizational coaching and consulting and to examine the contemporary state of the field in the context of current theory and practice. It addresses the organizational issue of developing the capacity of leaders to engage in coaching conversations, identifying and developing leadership potential, and the establishment of coaching as an appropriate response to such development. The course will focus on evidence-based coaching and teach the methodologies that coaches/consultants use to advise and assist leaders in their professional development.

**MAOP-586 Organizational Psychology Practicum I 1 Credit**  
**(Vancouver Campus)**

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

**MAOP-588                      Organizational Psychology Practicum Seminar                      1 Credit**  
**(Vancouver Campus)**

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

**MAOP-590                      Career Development and Executive Succession                      1 Credit**  
**(Vancouver Campus)**

This course is designed to provide students with an understanding of a person's career trajectory and dynamics within the context of theories of career development and leadership development. The first objective is to provide an overview of the career development theories and work with individuals to assess career interests and coach them through the career change. This would align to the career transition work carried out by outplacement firms. The course will also prepare students to work within a workforce planning framework to assess and advise on internal candidates' career aspirations and options. Students will learn to assess career interests, abilities, personality, and values as a basis for assisting individuals to explore appropriate career options. The second objective is to provide students with an understanding of the principles of identifying and developing leadership competencies. Students will learn to develop and implement a succession plan for a senior executive team through the use of competency analysis, evaluation of potential, assessment of current skills, and the use of assessment techniques including the development of assessment centers.

**MAOP-641                      Social Psychology and Well-Being at Work                      3 Credits**  
**(Vancouver Campus)**

This course aims to sensitize participants to the occurrence of occupational health consequences emanating from work stress and is equally concerned with the role of work in creating positive emotional experiences, engagement, meaning, and high-quality connections. It deals with models of job-related well-being and empirical findings from occupational health and positive organizational scholarship; it explores the issues associated with the measurement of emotional experience and their causes and demonstrates the analytical procedures and techniques for testing various models of well-being and strain. In addition, a strong objective of the course is to encourage students and practitioners of organizational psychology to enhance psychological fulfillment and manage occupational stress in the workplace.

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

This professional seminar will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission and an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility. The seminar will assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

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

This professional seminar will provide students with an opportunity to meet in a small group with peers and faculty. The professional orientation covers advisement and mentoring around Adler University degree requirements and mission, and an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Students will be introduced to ethics of practice and to supervisory requirements within the context of social responsibility. The seminar will assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

**MART-202 Social Justice Practicum I 1 Credit**  
**(Vancouver Campus)**

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

**MART-203 Social Justice Practicum II 1 Credit**  
**(Vancouver Campus)**

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

**MART-204 Social Justice Practicum Continued 0 Credits**  
**(Vancouver Campus)**

By serving in a practical way in the community, students will acquire knowledge about community-based problems and the range of programs and services designed to address these problems; public health approaches, policy development and implementation; and professional networking. Throughout the practicum process, students are contributing to others in the community on behalf of the degree that is being earned and also the profession to which the degree leads. Students represent the reputation of the Adler program through the Social Justice Practicum. Students are opening doors for psychology and art therapy where there may have been a historical void and making it more accessible and less stigmatizing for others to ask for help. This course is provided for students who require more than the usual two semesters to complete all of their practicum hours and thus require ongoing insurance to cover their practice.

**MART-205 Professional Development Seminar Continued 0 Credits  
(Vancouver Campus)**

This course provides students who are enrolled in Social Justice Practicum Continued (MART-204) an opportunity for supervision, advisement, and mentoring as they conclude their Social Justice Practicum (SJP). Focus will continue on the provision of information about Adler University degree requirements and mission, an orientation to the fields of counselling and art therapy informed by Adlerian values and concepts as they relate to the students' personal and professional growth. Ethics of practice and supervisory requirements within the context of social responsibility will be addressed. The course will assist students in their SJP and provide a format for integrating students' experiences at their SJP site.

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

This course introduces the history, philosophy, theory, and practice of art therapy and addresses the various ways the field can be integrated with counselling psychology. The course also provides an overview of the significant contributors to art therapy within Canada and internationally. Students will be introduced to knowledge of print and digital resources regarding related art therapy practices. Further, students will identify a beginning personal framework for practice in the field. The fundamental elements of art therapy are addressed with attention to the influences of diverse cultural values, beliefs, and practices. Learning in this course will be attained through lectures, oral and written assignments, and experiential exercises.

**MART-345 Arts-Based Assessment, Research, and Treatment Planning 3 Credits  
(Vancouver Campus)**

This course introduces the purpose, issues, and process of arts-based assessment, research, and treatment planning. The main categories of arts-based assessment, the tools of report preparation, and treatment planning will be addressed with attention to the influences of diverse cultural values, beliefs, and practices. Students will explore arts-based research methodology in order to identify research method and design, explain design limitations, and make recommendations for improvement. Emphasis is on the ability to inform treatment planning through assessments and research. Ethical and legal issues will be considered in relationship to application with individuals, communities, and organizations. Exploration of emergent ideas in the field of arts-based research will be the foundation for this course.

**MART-346 Theory and Interventions III: Group Skills and Practice 3 Credits  
(Vancouver Campus)**

This course provides an in-depth overview of clinical counselling and art therapy theories and interventions in therapeutic group work skills and practice. Focus is on exploring what group counselling is and on how to apply the key concepts of the group process to a variety of groups including work across the developmental stages of life, in a variety of treatment settings, and in significant topic areas including trauma-informed care, ethnocultural diverse groups, and a variety of clinically based treatment themes and issues. A nuanced diversity perspective and exploration of ethical issues unique to group practice will infuse the content.

**MART-402 Introduction to Adlerian Psychology 2 Credits**  
**(Vancouver Campus)**

This course covers the theoretical principles of individual psychology/Adlerian theory as a basis for understanding each individual's creation of a unique "style of life" or personality. Principles introduced include the social nature of people, individual creativity, holism, purposive behaviour, the family constellation, life task, early recollections, dreams, memory, private logic, and phenomenology. Addressed will be the cognitive, affective, social, cultural, historical, environmental, and diversity dimensions of the individual's development and the selectivity of perception in the formation of their view of self, others, and the world. Students will be introduced to Gemeinschaftsgefühl (social interest/social feeling) and its potential impact on individuals and humankind, emphasizing values such as the importance of belonging, cooperating, contributing to others and society, and affording mutual respect and equality of worth to all. The values of caring, compassion, and commitment to the betterment of society are emphasized by encouraging both confidence in human ability and a commitment to creative and constructive problem-solving throughout the life span. Students will also learn about the postmodern relational constructivist vision of Adlerian theory and how it fits within current approaches in counselling psychology.

**MART-433 Adlerian Theory and Interventions I: Children and Parents 1 Credit**  
**(Vancouver Campus)**

This course prepares students to provide child guidance and parent education based on Adlerian principles, which emphasize the ideas that children are naturally good, inherently curious, and desire a sense of belonging in their families. Students will learn to teach parents skills that assist in developing parenting styles that are practical, respectful, effective, and results oriented. Topics explored include encouragement, parenting styles, family constellation, goals of behaviour, problem-solving, communication, promoting capability, and resiliency. Two approaches to working with Adlerian ways in parenting children effectively will be examined, including Systematic Training for Effective Parenting (STEP) and positive discipline. Other parent education systems will be introduced in order to examine efficacy of parent education programs with diverse social, cultural, and socioeconomic groups. Focus will be on the development of facilitation skills, knowledge, and confidence for conducting parenting groups/workshops in local communities. The course will also look at attachment theory and current understanding of brain development as it relates to belonging, which sets the framework for social interest to occur. Students experience how implementing Adlerian principles in parenting lays the foundation for children to become adults who engage in their communities and become global citizens.

**MART-438 Introduction to Addictions 3 Credits**  
**(Vancouver Campus)**

This course provides an introduction to alcoholism, substance abuse, and other addictive disorders. It includes an overview of assessment methodologies; the treatment models of addictive disorders; and the tools for recognizing the signs and symptoms of substance use, misuse, abuse, dependence, and dual disorders; and mentally ill substance abusers. The basic pharmacological, physiological, and medical aspects of chemical dependence are explained along with the historic development of alcohol (and other drug usage) self-help groups and treatment delivery systems. Interventions will be considered within an inclusive and culturally sensitive practice perspective informed by ethical and legal implications.



**MART-451                      Methods, Theory, and Applications of Intersectionality                      3 Credits  
and Community Engagement****(Vancouver Campus)**

This course is designed to help students critically examine issues of diversity and dimensions of culture as they pertain to the self as clinical counsellors, art therapists, and citizens of the world. This course will explore intersecting social identities and systems of exclusion related to race, ethnicity, socioeconomics, gender, sexual orientation, geographical variables, migration, and spirituality. This course also examines the impact of diversity, power, and privilege and related impact on community engagement. Students will be encouraged to think of themselves as complex cultural beings in relation to others and their place in the world. Through art-based applications, students will explore societal issues in relation to the course topics as well as develop professional skills for research, writing, and presentations.

**MART-452                      Theory and Interventions II: Families, Couples,                      3 Credits  
and Older Adults****(Vancouver Campus)**

This course focuses on applications of current theories and methods of intervention in the field of clinical counselling and art therapy regarding the treatment of families, couples, and older adults. Students will develop awareness and learn to evaluate contemporary issues related to these areas of practice. The course will focus on developing ethical and professional competency skills as they relate to diverse populations, communities, and familial structures. Effective approaches to treatment utilizing predominant theoretical models currently in the field will be introduced. The Gottman Method Couples Therapy Level I Clinical Training, the standard of couple therapy, will be integrated in this course.

**MART-453                      Theory and Interventions IV: Trauma                      3 Credits  
(Vancouver Campus)**

This course provides information and skill-building exercises that elucidate several aspects of the trauma spectrum. The subjects of trauma conceptualization, neurobiological research implications, resilience, trauma and attachment, vicarious trauma, and self-care are covered in depth, as well as the effects of trauma on diverse populations. This course is designed to assist students in expanding their art therapy and clinical counselling knowledge and skills, such as intervention techniques. Students learn to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client concerns. This course also focuses on students' application of theory-specific counselling techniques in the context of therapeutic relationships (i.e., stages of treatment, common factors in the change process). An inclusive and culturally sensitive practice perspective will be encouraged. Students will be introduced to somatic awareness as an emergent focus in trauma treatment, in particular to techniques pertaining to arts-based practices.

**MART-466                      Studio Art                      3 Credits  
(Vancouver Campus)**

This course explores the roots of the profession of art therapy in the studio environment. Students experience personal art-making as central to the field and are encouraged to develop a perspective of practice from an arts-based model that relies on products and processes of art as core. The development of an artistic identity as an art therapist will be cultivated, and the distinguishing characteristics that art brings to the therapeutic process will be explored. Dimensions of possibilities regarding art and social action will be deepened through the creation of a community art show and fundraiser featuring student work.

**MART-467                      Clinical Seminar I    3 Credits**  
**(Vancouver Campus)**

The clinical practicum seminar is taken in conjunction with the clinical practicum and offers small-group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, and art-based experiential activities, reflecting on and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counselling and art therapy with their practicum experiences through case conceptualizations. The focus is on the development of knowledge, skills, and values essential to providing competent and ethical practice of art therapy and clinical counselling within an inclusive and culturally sensitive practice.

**MART-468                      Clinical Seminar II    3 Credits**  
**(Vancouver Campus)**

This clinical practicum seminar is taken in conjunction with the Clinical Practicum II (MART-481) and offers small-group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, and art-based experiential activities, reflecting on and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counselling and art therapy with their practicum experiences in case conceptualizations. The focus is on the development of knowledge, skills, and values essential to providing competent and ethical practice of art therapy and clinical counselling within an inclusive and culturally sensitive practice perspective.

**MART-469                      Clinical Seminar Continued    0 Credits**  
**(Vancouver Campus)**

This clinical practicum seminar is provided for students who require more time to complete their clinical practicum hours. It is taken in conjunction with Clinical Practicum Continued (MART-482). The course offers small-group opportunities to engage in regular supervision. Students participate in supervision through case presentations, discussion, and art-based experiential activities, reflecting on and evaluating their field experiences. A credentialed clinical counsellor and registered art therapist guides interactive dialogue and experiential exercises. Students are expected to connect emerging theoretical foundations in clinical counselling and art therapy with their practicum experiences through case conceptualizations. The focus is on the development of knowledge, skills, and values essential to providing competent and ethical practice of art therapy and clinical counselling within an inclusive and culturally sensitive practice perspective.

**MART-472                      Basic Intervention and Assessment Skills    3 Credits**  
**(Vancouver Campus)**

This course teaches basic relationship, intervention, diagnostic, and interviewing skills working with role-plays and other experiential activities to prepare students for clinical work in practicum. The course covers clinical interviewing, mental status exams, treatment planning, and providing client feedback. Students are introduced to case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process, and diversity issues. Students will be exposed to the elements of theoretical models to show the relationship between theory, data gathering, hypothesizing, treatment planning,

and note-taking. Microskills will be taught and practiced, including active listening, question asking, paraphrasing, summarizing, and so on. A brief introduction to self-care will be provided, including practices to assist students to access clinical supervision at the most beneficial level possible.

**MART-473                      Pre-practicum Counselling/Art Therapy Lab                      0 Credits**  
**(Vancouver Campus)**

This lab is designed to provide additional practice of basic counselling and intervention skills before students start their clinical practicum experience. Students will have the opportunity to record clinical relationships and receive support/supervision and feedback on the recordings in class. Students will integrate verbal counselling and art therapy skills as required on a case-by-case basis. Professional ethics will be reviewed in relationship to informed consent, management of case notes, storage of case files, and the legalities of incorporating art into case files. The importance of maintaining a diversity perspective and self-care routines will be the foundation of this class. Skills building includes establishing rapport, demonstrating accurate and consistent empathy, showing genuineness, accurate listening, and focused reflection.

**MART-480                      Clinical Practicum I                      1 Credit**  
**(Vancouver Campus)**

This supervised clinical training will provide students with a field experience designed to apply socially responsible counselling and art therapy practice under the direction of competent clinicians. Students will acquire the knowledge, skills, attitudes, and values needed to become competent practitioners. The clinical practicum complements classroom education, provides the opportunity to work with experienced clinicians and helps students acquire a professional identity. The clinical practicum also offers opportunities to reach out to professional colleagues, develop effective working relationships and build awareness of clinical counseling and art therapy. Students are responsible for developing a 700-hour clinical practicum, in consultation with core faculty advisors and Training. The 700 total hours will span Clinical Practicum I and II. Within that 700 hour total, a minimum number of hours will be required in each of the following core areas: Direct Client Hrs (350 hours); Indirect Hrs (350).

**MART-481                      Clinical Practicum II                      1 Credit**  
**(Vancouver Campus)**

As supervised clinical training, a clinical practicum involves students providing psychological services to clients under the direction of competent clinicians. The goal of this training or apprenticeship is for students to acquire the knowledge, skills, attitudes, and values needed to become competent practitioners. The clinical practicum complements classroom education, provides the opportunity to work with experienced clinicians, and helps students acquire a professional identity.

**MART-482                      Clinical Practicum Continued                      0 Credits**  
**(Vancouver Campus)**

This clinical practicum is for students who require more than the usual two semesters to complete all of their practicum hours. The field experience is designed to apply socially responsible counselling and art therapy practice under the direction of competent clinicians. Students will acquire the knowledge, skills, attitudes, and values needed to become competent practitioners. The clinical practicum complements classroom education,

provides the opportunity to work with experienced clinicians and helps students acquire a professional identity. The clinical practicum also offers opportunities to reach out to professional colleagues, develop effective working relationships and build awareness of clinical counseling and art therapy. Students are responsible for developing a 700-hour clinical practicum, in consultation with core faculty advisors and Training. The 700 total hours will span Clinical Practicum I and II. Within that 700 hour total, a minimum number of hours will be required in each of the following core areas: Direct Client Hrs (350 hours); Indirect Hrs (350).

**MART-495                      Research Methods    3 Credits**  
**(Vancouver Campus)**

This course surveys the major methodologies in the field of social science research within a context of philosophical debate about ethical and culturally relevant strategies for studying human beings, art, and the creative process. Current research will be explored in order to identify research method and design, explain design limitations, and make recommendations for improvement. Students will learn how to critique current research, conduct literature reviews, generate research designs, and select variables and participants for study. Students are expected to demonstrate appropriate ethical and cultural awareness in research design considerations throughout the course. Emphasis will be on the ability of research to inform decisions in the field.

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

This course is designed to provide students with a solid foundation for the ethical practice of clinical counselling and art therapy. Emphasis will be placed on critical thinking, clinical integrity, and on sensitizing advanced practitioners to the complexity of professional identities in the context of community relationships. Students will study codes of ethics from a variety of professional bodies governing the practice of clinical counselling and art therapy, specifically with respect to learning best practices as a clinician, researcher, supervisor, leader, and educator. These professional bodies include the Canadian Psychological Association, the Canadian Counselling and Psychotherapy Association, the BC Association of Clinical Counsellors, the BC Art Therapy Association, the Canadian Art Therapy Association, and the American Art Therapy Association. Students will learn to apply ethical decision-making models to current issues in the fields of counselling and art therapy. This course will also provide an overview of relevant legal issues that affect the day-to-day work of counsellors and art therapists with diverse populations. Students are responsible for researching registration requirements of professional associations in the location they wish to practice upon graduation.

**MART-516                      Individual Appraisal for Counsellors in Practice    3 Credits**  
**(Vancouver Campus)**

This course will familiarize students with assessment and evaluation commonly used in counselling practice. The following topics will be addressed: theoretical and historical bases for assessment techniques; validity; reliability; appraisal methods; strategies for selecting, administering, interpreting, and working with assessment/evaluation instruments; and techniques in counselling. Assessment procedures in areas of risk will be emphasized (duty to protect/warn/report). Ethical and legal considerations of psychological testing within an inclusive and culturally sensitive practice perspective will be highlighted.

**MART-520                      Theories of Psychotherapy                      3 Credits**  
**(Vancouver Campus)**

This survey course presents an introduction to and examination of the treatment theories, principles, and techniques associated with major schools of thought in psychology. Theories to be examined may include many of the foundational theoretical approaches to treatment such as psychoanalytic, person-centered, existential, Gestalt, rational emotive, behavioural, cognitive, family systems, feminist, solution-focused, and narrative therapies. The course will examine the relevant application of theory in conceptualizing one's ongoing work with a client. The difference between working with a theory and implementing an intervention will be reviewed. The course will also examine the evidence base for each school of thought.

**MART-623                      Life Span Development                      3 Credits**  
**(Vancouver Campus)**

This course explores human development from conception to late adulthood, including social, cultural, biological, and psychological perspectives. Application to the fields of counselling and art therapy will be emphasized. Students will examine the theoretical frame and applications of research findings to selected issues, such as cognitive development, life transitions, resilience, work and retirement, bereavement, and related concerns. Art therapy perspectives will be presented throughout the course, in particular the stages of graphic development as a basis for appropriate and effective art therapy intervention selection. An overview of the cognitive, perceptual, physical, moral, and psychosocial aspects of development will be presented.

**MART-647                      Biopsychosocial Bases of Health                      3 Credits**  
**(Vancouver Campus)**

Upholding the complementary relationship between assessment and intervention, this course is designed to provide students with the foundational knowledge and skills necessary for entry-level clinical practice. In the area of intervention, the course familiarizes students with the essential elements of the psychotherapeutic relationship, common factors in counselling and psychotherapy, meta-theoretical views on human change processes, and basic diversity competency in helping relationships. In the area of assessment, the course covers intake interviewing, the mental status exam, the DSM-5 approach to clinical diagnosis, and arts-based assessment.

**MART-995                      Master's Clinical Arts Qualifying Examination (MCAQE)                      0 Credits**  
**(Vancouver Campus)**

This examination provides effective assessment of the three core student learning outcomes for students who complete the Master in Counselling Psychology-Art Therapy program. These learning outcomes are (1) preparation for entry-level practice at the MCP-AT level; (2) ability to integrate research and practice; and (3) ability to practice in an ethical and socially responsible manner. The capstone (MCAQE) is composed of three parts. Part one focuses on the integration of theories and practice in the field of counselling and art therapy. It requires a final case conceptualization presentation to a review panel led by a Community Reviewer. Part two focuses on the development of a final portfolio highlighting the student's journey through the program. The portfolio will demonstrate integration of research in self-awareness practices highlighting the student's growth as a counsellor and art therapist. Part three is a comprehensive exam focused on ensuring mastery of informed, ethical practice within a culturally diverse society. All three parts of the MCAQE assess the student's commitment to social justice and inclusion. Students must pass the capstone to complete the program.

**MPPA-500 Principles of Community Psychology 3 Credits**  
**(Vancouver Campus)**

Community psychology investigates a range of pervasive social justice issues that impact the well-being of individuals and communities. In this course, students will study a wide variety of forces and structures in the community that affect the positive growth, development, and functioning of its members. The course offers an exploration of contemporary social policy issues and the social structures and dynamics that create and support inequity, while inviting students to consider their own social positioning as it relates to oppression.

**MPPA-505 Public Sector Governance 3 Credits**  
**(Vancouver Campus)**

This course provides an examination of the democratic institutions and processes involved in developing, influencing, and forming public policy as informed by processes such as Canada's changing national ideology, emerging and established social movements, government/legal systems, and political ideologies and practices. The course explores major reforms to the Canadian Public Sector, the principles underpinning those reforms, and their implications for the implementation of contemporary public policy, governance, and accountability. The course also explores the impact of these reforms on not-for-profit organizations. While a primary focus is on the governance of the Canadian Public Sector, comparisons with other models in the global environment are also considered.

**MPPA-510 Applied Research Methods I: Models and Analytics 3 Credits**  
**(Vancouver Campus)**

This course covers the fundamentals of the research process from inception of the research interest to sharing the research results. It includes a variety of research frameworks relevant to policy research as well as a discussion of research methodologies that support a social justice research approach. The course explores how framework and methodological choices shape the research question, data collection methods, processes for data analysis, and communication strategies for disseminations. A significant emphasis is placed on ethical considerations in the research process as well as strategies for assessing research integrity, validity, and quality.

**MPPA-520 Applied Research Methods II: Applications 3 Credits**  
**(Vancouver Campus)**

This course offers an advanced investigation and hands-on application of qualitative and quantitative research methods. The course includes opportunities to practice data collection strategies such as the design, implementation and evaluation of interviews, focus groups, and surveys. It also includes opportunities to undertake qualitative and statistical data analysis.

**MPPA-530 Public Policy Analysis and Application 3 Credits**  
**(Vancouver Campus)**

This course focuses on all facets of the policy development process, from identifying a policy need, defining the problem, and undertaking research to inform options, to planning and evaluating policy interventions. The course explores frameworks for policy analysis, the role of citizens in the policy process, and the complex tensions between public policy and community organizing and social justice practices. It examines how community development leaders and practitioners, advocacy groups, and community organizations can work with local, provincial, and federal governments to address issues of social change.

**MPPA-540 Organizational Leadership and Management Practice 3 Credits  
(Vancouver Campus)**

This course provides an introduction to leadership, including the diversity of leadership styles and approaches enacted in both public sector and not-for-profit organizations. The course will guide students through the identification of their own leadership style and an analysis of how it shapes their approach to a variety of management functions. The course explores public and not-for-profit sector organizational contexts and the different expectations and responsibilities of leaders in each. It includes a focus on ethical leadership and accountability as they take shape in a variety of organizational settings.

**MPPA-550 Economy and Economic Analysis 3 Credits  
(Vancouver Campus)**

This course is focused on the basic economic tools and models relevant to current policy and public sector choices. It explores contemporary debates about the role of the state within the market economy, as well as the impacts of global neoliberalism and other global economic forces. The course provides an overview of economic policy frameworks and contemporary economic policy issues. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

**MPPA-560 Social Program Planning and Implementation 3 Credits  
(Vancouver Campus)**

This course explores all facets of the program planning, implementation, and evaluation cycle relevant to contemporary social policy issues. Positioning programming as a policy mechanism, the course offers an opportunity to identify a program need; design and reflection on a program aimed at supporting social justice; and create an evaluation plan. With an emphasis on ethical engagement with community, the course provides students with the knowledge and skills to succeed in the complex world of social programming.

**MPPA-570 Ethics, Diversity, and Socially Responsible Practice 3 Credits  
(Vancouver Campus)**

This course provides students with a solid foundation for ethical and socially responsible practice in public and social policy work as well as community-based practice. Student will explore ethical standards expected of public and not-for-profit leaders and how these standards impact policy-related scenarios. They will engage in ethical decision-making processes as they develop an increasingly complex understanding of how to apply ethical codes that inform community development and policy practice. Students will develop and respond to ethics-based scenarios using key concepts such as diversity, racialization, colonialism, and intersectionality. Finally, they will articulate their own standpoint as socially responsible practitioners from within their current historical context.

**SOCIAL CHANGE LEADERSHIP CONCENTRATION COURSES****MPPA-600 Foundations of Community Development 3 Credits  
(Vancouver Campus)**

In this course, community development is understood as a dynamic and comprehensive process that has social, political, economic, and ecological dimensions. The course explores principles of community organizing and development; specifically, the knowledge, skill, and value base underpinning community organizing, planning, development, and change. It includes consideration of systems and structures impacting community well-being and

current debates relevant to policy interventions in these systems and structures. Various models of community development are shared in relation to their goals, processes, and outcomes. The course also promotes an analysis of students' social location in relation to their role within change-making processes.

**MPPA-610                      Advocacy Strategy and Tactics for Social Change                      3 Credits**  
**(Vancouver Campus)**

This course explores theories of change and impactful social movements as a means of preparing students to lead change processes. It examines the activities, contexts, challenges, and ethics of community-based social change as they relate to organizations and institutional systems, work/task groups, and individuals and the role of community leaders in these processes. The course focuses on strategies and tactics to impact policy-level change and how they may be used to create social equity in today's political and social systems. Students will be encouraged to examine how advocacy groups, delivery systems, and community organization can work with all orders of government to address issues of social change. The course will also explore ways in which the involvement of community members can lead to the construction of socially just policies and services that impact on marginalized individuals and groups.

**MPPA-620                      Professional Practicum and Capstone Project                      3 Credits**  
**(Vancouver Campus)**

This seminar course focuses in the social change leadership stream. The course supports student with their professional practicum experience and in development and completion of their individual capstone projects. The course will be focused on addressing issues as they arise, peer learning throughout the research process, and meeting project milestones to ensure successful completion of the capstone project.

**IMMIGRATION POLICY AND PRACTICE CONCENTRATION COURSES:**

**MPPA-605                      Canadian Immigration and Refugee Policy and Practice                      3 Credits**  
**(Vancouver Campus)**

This course provides students with a comprehensive overview of government law and policy related to the admission and processing of newcomers to Canada. Specific areas covered include immigration admission procedures; procedures guiding refugee claims; the distribution of responsibilities among the federal government, provinces, and municipalities; policies related to funding of immigration services; and the influence of cultural characteristics, global political factors, and economic contexts on immigration and refugee policy.

**MPPA-615                      Canadian Settlement Structure and Service Planning                      3 Credits**  
**(Vancouver Campus)**

This course provides a comprehensive overview of settlement experience in Canada for newcomers, including an exploration of the theory and practice related to social, cultural, and political processes of integration or exclusion. It includes study of the structure and system of the settlement service regime that provides support services to newcomers, the roles that various policy actors play in this regime, and factors affecting the allocation of government funding for programs and services.



**MPPA-625 Professional Practicum and Capstone Project 3 Credits**  
**(Vancouver Campus)**

This seminar course focuses on the immigration policy and practice stream. The course supports students with their professional practicum experience and in development and completion of their individual capstone projects. The course will be focused on addressing issues as they arise, peer learning throughout the research process, and meeting project milestones to ensure successful completion of the capstone project.

**MSYC-582 School Counselling and Consultation 3 Credits**  
**(Vancouver Campus)**

This course broadly explores the role of the school counsellor in K–12 education settings. Students will critically examine how current theories in counselling psychology inform various therapeutic approaches to supporting the social, emotional, and behavioural needs of students in elementary, middle, and secondary schools. Class sessions will include exploration of school counselling–related topics including relevant laws and ethics, specific application of child/adolescent guidance programs, and evidence-based practice in comprehensive school counselling programs and an introduction to legal and ethical obligations.

**MSYC-583 Child Development and Counselling 3 Credits**  
**(Vancouver Campus)**

This course provides an overview of developmentally appropriate knowledge and approaches to counselling children (approximately 4 through 11 years of age). Theories, techniques, and strategies for working with children are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with experience in skill development using individual counselling and play therapy.

**MSYC-584 Adolescent Development and Counselling 3 Credits**  
**(Vancouver Campus)**

This course provides an overview of developmentally appropriate knowledge and approaches to counselling adolescents (approximately 12 through 19 years of age). Theories, techniques, and strategies for working with adolescents are presented. Counselling issues are explored, as well as strengths and challenges commonly experienced by this population. Students are provided with in-depth experience in skill development using individual and group counselling and group guidance.

**PCO-641 Social Psychology and Individual Diversity 3 Credits**  
**(Vancouver Campus)**

This course examines, from a diversity perspective, the theories and concepts of social psychology. Factors related to individual and group identity such as age, gender, sexual orientation, race, ethnicity, socioeconomic status, and health status are examined to facilitate an understanding of the nature of human behaviour 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 behaviour are addressed. Through a variety of interactive learning methods, the following broad themes in social psychology are explored: social forces on behaviour; diversity and difference; attitudes, motivation, social perception and cognition; power and social influence; and self and self-presentation.

**PSYD-472                      Basic Intervention and Assessment Skills                      3 Credits**  
**(Vancouver Campus)**

This course teaches entry-level doctoral students basic relationship, intervention, diagnostic, and interviewing skills using role-plays and other experiential activities to prepare for clinical work on practicum. The course covers clinical interviewing, the mental status exam, treatment planning, and providing client feedback. Students are also introduced to case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process, and multicultural issues. Students will be exposed to the elements of theoretical models to show the relationship between theory, data gathering, hypothesizing, and treatment planning. Finally, a brief introduction to self-care and how to use clinical supervision is presented.

**PSYD-510                      Psychometric Theory                      3 Credits**  
**(Vancouver Campus)**

This course introduces students to psychometric theory. It focuses on concepts and theoretical principles central to the various forms of psychological assessment. Students will gain the theoretical and statistical knowledge necessary to understand when, why, and how to use psychometrics in their work and research.

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

This course covers a wide range of research designs used to research issues in clinical psychology. The purpose is to expose students to a variety of quantitative and selected qualitative research designs most frequently used in clinical psychology. A critical assessment is provided of the strengths and limitations of these designs. The types of research covered includes a wide range of quantitative methods – for example, basic and factorial experimental designs, randomized clinical trials, quasi-experimental research, case-control studies, descriptive survey research, psychometric studies, meta-analytic studies, case study research, and program evaluation research. Selected qualitative designs of particular relevance to clinical settings will also be outlined, including thematic analysis, action research, and phenomenological research. All of the designs covered will be examined with the aim of equipping prospective graduates with the research skills necessary to assume a local clinical scientist role in their future employment settings. Building on the local clinical scientist model, this course also emphasizes theory and application of research designs for working in both clinical and community settings. Attention will also be given to issues of cultural diversity in research, research validity and bias, the connection between research questions and appropriate methodologies, and the link between science and practice. Preparation of a research proposal is intended to assist students in their eventual work on their doctoral research project. This course will familiarize students with assessment and evaluation commonly used in counselling practice. The following topics will be addressed: theoretical and historical bases for assessment techniques; validity; reliability; appraisal methods; strategies for selecting, administering, interpreting, and using assessment and evaluation instruments; and techniques in counselling.

**PSYD-530                      Community Psychology                      3 Credits**  
**(Vancouver Campus)**

Community Psychology studies a wide variety of forces and structures in the community that affect the positive growth, development, and functioning of its members. The practice of community psychology is directed toward interventions that facilitate psychological competence and empowerment and promote constructive social change. Community Psychology takes an ecological approach to human functioning, locating health and well-being in the interaction between individuals and larger social systems. The general framework addresses community issues and problems from multiple levels of analysis (person, group, organization, and society), identifying and critically reviewing related interventions, evaluations, and research.

**PSYD-550                      Statistics                      3 Credits**  
**(Vancouver Campus)**

This course concerns concepts and applications of descriptive and inferential statistical methods. A wide range of both univariate and multivariate statistics will be covered, including t-test, ANOVA, correlation, regression, MANOVA, nonparametric statistics (e.g., chi-square), structural equation modelling and meta-analysis. Particular attention is given to the application of research methodology to clinical psychological problems and issues of policy analysis and formulation.

**PSYD-600                      Doctoral Professional Development Seminar I                      1 Credit**  
**(Vancouver Campus)**

This seminar provides students an opportunity to meet in a small group with peers and one faculty member. The seminar covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of professional psychology, issues of diversity as it relates to students' personal and professional growth, and a preliminary overview of ethics within the context of social responsibility. The seminar will also assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

**PSYD-601                      Doctoral Professional Development Seminar II                      1 Credit**  
**(Vancouver Campus)**

This seminar provides students an opportunity to meet in a small group with peers and one faculty member. The seminar covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of professional psychology, issues of diversity as it relates to students' personal and professional growth, and a preliminary overview of ethics within the context of social responsibility. The seminar will also assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

**PSYD-602                      Social Justice Practicum I                      1 Credit**

**PSYD-603                      Social Justice Practicum II                      1 Credit**

**PSYD-627                      Assessment I: Cognitive and Intellectual Assessment                      4 Credits**  
**(with Lab)**

**(Vancouver Campus)**

This course introduces students to the theoretical basis, current issues, ethics, and clinical use of cognitive and intelligence assessment. An appreciation of the cultural influences and diversity involving assessment procedures is emphasized. Classical and current theories of

intelligence are explored. Students are trained in proficient administration, scoring, and interpretation and multi-source integrative interpretation of commonly used tests of intelligence and cognition. The course must be taken with the required lab.

**PSYD-628                      Assessment II: Personality Assessment                      3 Credits**  
**(Vancouver Campus)**

Prerequisite: PSYD-627. This course will provide students with an overview of the conceptual, theoretical, and empirical issues in the measurement of personality and psychopathology through an examination of the reliability and validity of objective and projective methods. Students will learn to administer, score, and interpret broad-band measures of psychological and objective psychopathology and adult personality (e.g., Minnesota Multiphasic Personality Inventory, MMPI-2; Personality Assessment Inventory, PAI; Millon Clinical Multiaxial Inventory, MCMI-III) and learn about the adolescent equivalents (i.e., MMPI-A, PAI-A, MACI). Students will also learn to administer, score, and interpret other specific symptom report measures. The course will include an introduction to projective measures (Rorschach, TAT, Sentence Completion) and will integrate the assessment of personality assets and strengths, as well as criticisms of traditional approaches to personality assessment. Although there is no required lab associated with this course, students are required to practice administering and scoring the measures during and outside of class.

**PSYD-629                      Assessment III: Integrative Assessment (with Lab)                      4 Credits**  
**(Vancouver Campus)**

In this course, students learn to generate hypotheses from multiple sources of data and cross-validate sources of data: interview, historical, behavioural, psychometric, and projective data; and compose professional psychological assessment reports. The course teaches students to (1) effectively organize data, (2) understand the impact of personal bias and cultural factors in the interpretation of assessment findings, (3) use evidence-based procedures, and (4) communicate findings about liabilities, strengths, and assets. Students will become skilled in writing and communicating responses to specific referral questions, to write cogent summaries and case formulations, and to develop effective, meaningful recommendations based on assessment findings and case demands. This course may not be transferred or waived as it serves to prepare students for the assessment portion of the Clinical Qualifying Examination.

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

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

**PSYD-632 Cognitive/Affective Bases of Behaviour 3 Credits**  
**(Vancouver Campus)**

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

**PSYD-634 History and Systems 3 Credits**  
**(Vancouver Campus)**

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

**PSYD-636 Biological Bases of Behaviour 3 Credits**  
**(Vancouver Campus)**

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

**PSYD-647 Biopsychosocial Bases of Health and Dysfunction – Adult 3 Credits**  
**(Vancouver Campus)**

This course examines clinical features of a wide range of mental disorders (e.g., psychophysiological, anxiety, personality, mood, and psychotic disorders and stress-related dysfunctions). A comprehensive introduction to the biopsychosocial etiologies of mental disorders (e.g., biological and cognitive paradigms) and therapeutic approaches (e.g., psychodynamic and cognitive-behavioural therapies) commonly used for their treatment will be reviewed.

**PSYD-648 Biopsychosocial Bases of Health and Dysfunction – Child 3 Credits**  
**(Vancouver Campus)**

This course is designed to provide students with the foundational knowledge and skills necessary for understanding diagnoses in childhood from a biopsychosocial perspective. A comprehensive introduction to the biopsychosocial etiologies of mental disorders and therapeutic approaches (e.g., cognitive-behavioural, attachment, family therapies, etc.) commonly used for treatment will be reviewed. Clinical features of a wide range of mental disorders (e.g., psychophysiological, anxiety, mood, and psychotic disorders and stress-related dysfunctions) will be examined. Students will familiarize themselves with both the DSM-IV-TR and DSM-5 classification of disorders (with a focus on childhood) as a way to critically think about the reasons for the criteria changes, as well as the evolving nature of psychiatric diagnosis and nosology.

**PSYD-655 Ethics and Professional Practice in Psychology 3 Credits**  
**(Vancouver Campus)**

This course is designed to provide students with a solid foundation for the ethical practice of psychology and counselling. Students will learn codes of ethics of the Canadian Psychological Association and the College of Psychologists of British Columbia. A review of theories of social justice and their relationship to ethical decision-making will be provided. This course will also reinforce the basics of professional writing and provide an introduction to supervision, consulting, and leadership. Students will learn to apply ethical and professional decision-making skills to current issues facing the field of psychology.

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

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

**PSYD-670 Psychodynamic Approaches to Intervention 3 Credits**  
**(Vancouver Campus)**

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

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

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

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

This course, intended to occur late in the doctoral curriculum, focuses primarily on clinical supervision, with secondary focus on clinical and programmatic consultation. It provides an overview of all dimensions of supervision, including the supervisory contract, theoretical models of supervision, the supervisory relationship, issues of diversity, gender and power, supervisory modalities, developmental issues, and ethical and legal issues.



**PSYD-712                      Assessment Practicum Seminar II                      1 Credit**  
**(Vancouver Campus)**

Taken concurrently with the diagnostic practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical and diagnostic interviewing, to formulate DSM-5 diagnostic impressions, to write an accurate assessment report based on data from the interview and mental status exam, and to appreciate how diversity issues affect the content and processes of clinical interviewing and more broadly of psychological assessment. The course principally affords the student with an opportunity to review and discuss assessment cases from the diagnostic practicum as well as to examine data generated from psychological tests. Finally, the course serves as a peer consultation group in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

**PSYD-713                      Assessment Practicum Seminar III                      1 Credit**  
**(Vancouver Campus)**

Taken concurrently with the diagnostic practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical and diagnostic interviewing, to formulate DSM-5 diagnostic impressions, to write an accurate assessment report based on data from the interview and mental status exam, and to appreciate how diversity issues affect the content and processes of clinical interviewing and more broadly of psychological assessment. The course principally affords the student with an opportunity to review and discuss assessment cases from the diagnostic practicum as well as to examine data generated from psychological tests. Finally, the course serves as a peer consultation group in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

**PSYD-714                      Therapy Practicum Seminar I                      1 Credit**  
**(Vancouver Campus)**

Concurrent with practicum field experiences, the therapy practicum seminar enhances the integration of theoretical and academic perspectives within clinical counselling practice and conceptualization. Various topics and clinical experiences are analyzed and discussed through class discussion, case presentation, and role-playing. This seminar runs concurrent with therapy practicum training and may not be transferred or waived.

**PSYD-715                      Therapy Practicum Seminar II                      1 Credit**  
**(Vancouver Campus)**

Concurrent with practicum field experiences, the therapy practicum seminar enhances the integration of theoretical and academic perspectives within clinical counselling practice and conceptualization. Various topics and clinical experiences are analyzed and discussed through class discussion, case presentation, and role-playing. This seminar runs concurrent with therapy practicum training and may not be transferred or waived.

**PSYD-716                      Therapy Practicum Seminar III                      1 Credit**  
**(Vancouver Campus)**

Concurrent with practicum field experiences, the therapy practicum seminar enhances the integration of theoretical and academic perspectives within clinical counselling practice and conceptualization. Various topics and clinical experiences are analyzed and discussed through class discussion, case presentation, and role-playing. This seminar runs concurrent with therapy practicum training and may not be transferred or waived.



<b>PSYD-900</b>	<b>Doctoral Dissertation Seminar: Proposal I</b>	<b>1 Credit</b>
<b>PSYD-901</b>	<b>Doctoral Dissertation Seminar: Proposal II</b>	<b>1 Credit</b>
<b>(Vancouver Campus)</b>		
<b>PSYD-902</b>	<b>Doctoral Dissertation Seminar I</b>	<b>1 Credit</b>
<b>PSYD-903</b>	<b>Doctoral Dissertation Seminar II</b>	<b>1 Credit</b>
<b>PSYD-904</b>	<b>Doctoral Dissertation Seminar III</b>	<b>1 Credit</b>
<b>(Vancouver Campus)</b>		
<b>PSYD-906</b>	<b>Doctoral Dissertation Seminar Continued</b>	<b>0 Credits</b>
<b>(Vancouver Campus)</b>		
<b>PSYD-990</b>	<b>Doctoral Clinical Qualifying Examination – Assessment</b>	<b>0 Credits</b>
<b>(Vancouver Campus)</b>		

<b>SJP-202</b>	<b>Social Justice Practicum I</b>	<b>1 Credit</b>
<b>SJP-203</b>	<b>Social Justice Practicum II</b>	<b>1 Credit</b>
<b>(Vancouver Campus)</b>		

Across their master's programs, students are involved in supervised community service. Placements are assigned based on an application process overseen by the Manager of Social Justice Practicum. Students will spend 8 to 10 hours per week at this placement, accruing a minimum of 200 hours over the course of six months. Students will engage in activities such as youth tutoring, research and program development, community organizing, grant writing, and advocacy work. Students may not complete this requirement at their place of employment. May not be transferred or waived.

## ACADEMIC CALENDAR 2018-2019 – VANCOUVER CAMPUS

Event	Date	Comments
Labour Day	Monday, September 03, 2018	Campus Closed
Orientation: MACP, MCP, MACP:SY, MCP:SY, MCP-AT, MAOP, MPPA	Tuesday, September 04, 2018	
Orientation: PSYD	Wednesday, September 05, 2018	
Fall Term Begins	Thursday, September 06, 2018	
Thanksgiving Day	Monday, October 08, 2018	Campus Closed
Remembrance Day (Observed)	Monday, November 12, 2018	Campus Closed
Fall Term Ends	Sunday, December 16, 2018	
Christmas Day	Tuesday, December 25, 2018	Campus Closed
Boxing Day	Wednesday, December 26, 2018	Campus Closed
New Year's Day	Tuesday, January 01, 2019	Campus Closed
Orientation: MACP, MCP, MAOP	Wednesday, January 02, 2019	
Spring Term Begins	Thursday, January 03, 2019	
Family Day	Monday, February 18, 2019	Campus Closed
Spring Term Ends	Sunday, April 14, 2019	
Spring Holiday	Friday, April 19, 2019	Campus Closed
Spring Holiday	Monday, April 22, 2019	Campus Closed
Summer Term Begins	Wednesday, May 01, 2019	
Victoria Day	Monday, May 20, 2019	Campus Closed
Canada Day (Observed)	Monday, July 01, 2019	Campus Closed
Summer Term Ends	Thursday, July 25, 2019	
BC Day	Monday, August 05, 2019	Campus Closed

## **BOARD OF TRUSTEES**

Joy MacPhail, Chair

Noland Joiner, Vice Chair

Betsy Brill, M.B.A., Trustee

Renee Citera, Trustee

Raymond E. Crossman, Ph.D., President, Trustee

Victoria Dinges, M.B.A., Trustee

Jeanne Ettelson, Trustee

Kimberly Foxx, Trustee

Stephanie Gaines, Esq., Trustee

Kevin Hauswirth, Trustee

Mark Heckler, Trustee

Alison Hilsabeck, Ph.D., Trustee

Grace Hou, M.P.A., Trustee

Thomas O'Shaughnessy, Trustee

Juan Salgado, M.U.P., Trustee

David Sinski, M.A., Trustee

Eric Warner, P.T., M.S., Trustee

## **FACULTY AND STAFF DIRECTORY**

A complete listing of University faculty and staff is available on the University's website at [adler.edu/page/faculty/alphabetical-listing](http://adler.edu/page/faculty/alphabetical-listing).

# STATE CONTACT INFORMATION

## COMPLAINT RESOLUTION CONTACTS BY STATE

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

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

### Alabama

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

Alabama Department of Postsecondary Education  
PO Box 302130  
Montgomery, AL 36130-2130  
[accs.cc/newlicense/Complaints.aspx](http://accs.cc/newlicense/Complaints.aspx)

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### Alaska

Alaska Commission on Postsecondary Education  
P.O. Box 110505  
Juneau, AK 99811-0505  
EED.ACPE-IA@alaska.gov  
[http://akadvantage.alaska.gov/EDUCATOR-SCHOOL/Postsecondary\\_Institutions/Consumer\\_Protection.aspx](http://akadvantage.alaska.gov/EDUCATOR-SCHOOL/Postsecondary_Institutions/Consumer_Protection.aspx)

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### Arizona

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

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### Arkansas

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

**California**

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

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**Colorado**

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

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**Connecticut**

Connecticut Department of Consumer Protection  
165 Capitol Ave., Room 110  
Hartford, CT 06106  
[trade.practices@ct.gov](mailto:trade.practices@ct.gov)  
[ct.gov/dcp/lib/dcp/Consumer\\_Statement\\_CPFRR-2.pdf](http://ct.gov/dcp/lib/dcp/Consumer_Statement_CPFRR-2.pdf) Consumer Complaint Hotline:  
800.842.2649

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**Delaware**

Delaware Higher Education Office  
John G. Townsend Building, Suite 2  
Dover, DE 19901  
[dheo@doe.k12.de.us](mailto:dheo@doe.k12.de.us)

Delaware Attorney General  
Consumer Protection Wilmington  
820 N. French St., 5th Floor  
Wilmington, DE 19801  
[consumer.protection@state.de.us](mailto:consumer.protection@state.de.us)

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**District of Columbia**

District of Columbia Office of the State Superintendent of  
Education Higher Education  
Licensure Commission  
810 First St. NE, 2nd Floor  
Washington, DC 20002  
[http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/complaint\\_form\\_4\\_11.pdf](http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/complaint_form_4_11.pdf)

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**Florida**

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

**Georgia**

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

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**Hawaii**

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

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**Idaho**

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

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**Illinois**

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

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**Indiana**

Indiana Board for Proprietary Education  
Attn: Director of Regulatory Compliance  
302 W. Washington St., Room E201  
Indianapolis IN 46204  
[in.gov/che/2744.htm](http://in.gov/che/2744.htm)

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**Iowa**

Iowa Student Aid Commission  
450 E. Grand Ave., 3rd Floor  
Des Moines, IA 50309  
[info@iowacollegeaid.gov](mailto:info@iowacollegeaid.gov)  
[iowacollegeaid.gov/content/constituent-request-review](http://iowacollegeaid.gov/content/constituent-request-review)

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**Kansas**

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

**Kentucky**

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

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

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**Louisiana**

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

Louisiana Attorney General Office, Consumer Protection Section  
P.O. Box 94005  
Baton Rouge, LA 70804  
ConsumerInfo@ag.state.la.us  
1.800.351.4889, 225.326.6465  
[ag.state.la.us/Complaint.aspx?articleID=16&catID=15](http://ag.state.la.us/Complaint.aspx?articleID=16&catID=15)

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**Maine**

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

Maine Attorney General  
Consumer Protection Division  
6 State House Station  
Augusta, ME 04333  
[maine.gov/ag/consumer/complaints/complaint\\_form.shtml](http://maine.gov/ag/consumer/complaints/complaint_form.shtml)

**Maryland**

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

[mhec.state.md.us/higherEd/acadAff/MHECStudentComplaintProcess.pdf](http://mhec.state.md.us/higherEd/acadAff/MHECStudentComplaintProcess.pdf)

Office of the Attorney General  
Consumer Protection Division  
200 St. Paul Place  
Baltimore, MD 21202  
Consumer Protection Hotline: 410.528.8662  
[consumer@oag.state.md.us](mailto:consumer@oag.state.md.us)  
[oag.state.md.us/Consumer/complaint.htm](http://oag.state.md.us/Consumer/complaint.htm)

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**Massachusetts**

Massachusetts Board of Higher Education  
One Ashburton Place, Room 1401  
Boston, MA 02108  
[mass.edu/forstudents/complaints/complaintprocess.asp](http://mass.edu/forstudents/complaints/complaintprocess.asp)

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**Michigan**

Michigan Department of Licensing and Regulatory Affairs  
Bureau of Commercial Services, Licensing Division, Proprietary School Unit Staff  
201 N. Washington Sq.  
Lansing, MI 48913  
[michigan.gov/lara/0,4601,7-154-35299\\_61343\\_35395\\_35396---,00.html](http://michigan.gov/lara/0,4601,7-154-35299_61343_35395_35396---,00.html)

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**Minnesota**

Minnesota Office of Higher Education  
1450 Energy Park Drive, Suite 350  
St. Paul, MN 55108-5227  
[ohe.state.mn.us/mPg.cfm?pageID=1078](http://ohe.state.mn.us/mPg.cfm?pageID=1078)

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**Mississippi**

Mississippi Commission on College Accreditation  
3825 Ridgewood Road  
Jackson, MS 39211-6453  
[mississippi.edu/mcca/downloads/studentcomplaintform.pdf](http://mississippi.edu/mcca/downloads/studentcomplaintform.pdf)

Consumer Protection Division, Office of the Attorney  
General P.O. Box 22947  
Jackson, MS 39225-2947  
[ago.state.ms.us/index.php/contact](http://ago.state.ms.us/index.php/contact) (email)  
[ago.state.ms.us/wp-content/uploads/2013/08/Consumer-Complaint-Form.pdf](http://ago.state.ms.us/wp-content/uploads/2013/08/Consumer-Complaint-Form.pdf)



**Missouri**

Missouri Department of Higher Education  
205 Jefferson Street, P.O. Box 1469  
Jefferson City, MO 65102-1469  
info@dhe.mo.gov

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

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**Montana**

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

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**Nebraska**

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

Nebraska Attorney General  
Consumer Protection Division  
2115 State Capitol  
Lincoln, NE 68509  
[ago.state.ne.us/consumer/emailforms/consumer\\_complaint.htm](http://ago.state.ne.us/consumer/emailforms/consumer_complaint.htm) Consumer Protection  
Hotline: 800.727.6432

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**Nevada**

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

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**New Hampshire**

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

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**New Jersey**

New Jersey Higher Education Department  
P.O. Box 542  
Trenton, NJ 08625  
[nj\\_che@che.state.nj.us](mailto:nj_che@che.state.nj.us)

**New Mexico**

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

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**New York**

New York Office of College and University Evaluation  
New York State Education Department  
5 North Mezzanine  
Albany, NY 12234  
[ocueinfo@mail.nysed.gov](mailto:ocueinfo@mail.nysed.gov)  
[higher.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html](http://higher.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html)

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**North Carolina**

Postsecondary Education Complaints  
c/o Assistant Director of Licensure and Workforce University of North Carolina  
General Administration  
910 Raleigh Rd.  
Chapel Hill, NC 27515  
919.962.4558  
[studentcomplaint@northcarolina.edu](mailto:studentcomplaint@northcarolina.edu)

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**North Dakota**

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

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**Ohio**

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

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

**Oklahoma**

Oklahoma State Regents for Higher Education  
655 Research Parkway, Suite 200  
Oklahoma City, OK 73104  
[okhighered.org/current-college-students/complaints.shtml](http://okhighered.org/current-college-students/complaints.shtml)

Oklahoma Office of the Attorney General, Consumer Protection Unit  
Attn: Investigative Analyst  
313 NE 21st St.  
Oklahoma City, OK 73105  
[oag.state.ok.us/oagweb.nsf/ccomp.html](http://oag.state.ok.us/oagweb.nsf/ccomp.html)

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**Oregon**

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

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

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**Pennsylvania**

Pennsylvania Department of Education  
333 Market St.  
Harrisburg, PA 17126-0333 [education.state.pa.us/portal/server.pt/community/higher\\_education/8711/complaint\\_procedure/1004474](http://education.state.pa.us/portal/server.pt/community/higher_education/8711/complaint_procedure/1004474)

Office of Attorney General, Bureau of Consumer Protection  
14th Floor, Strawberry Square  
Harrisburg, PA 17120 [attorneygeneral.gov/uploadedFiles/Complaints/BCP\\_Complaint\\_Form.pdf](http://attorneygeneral.gov/uploadedFiles/Complaints/BCP_Complaint_Form.pdf)

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**Rhode Island**

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

Rhode Island Department of Attorney General  
Consumer Protection Unit  
150 South Main St.  
Providence, RI 02903  
[riag.state.ri.us/documents/consumer/ConsumerComplaintForm.pdf](http://riag.state.ri.us/documents/consumer/ConsumerComplaintForm.pdf) [ribghe.org/8a1031912.pdf](http://ribghe.org/8a1031912.pdf)

**South Carolina**

South Carolina Commission on Higher Education  
1122 Lady St., Suite 300  
Columbia, SC 29201  
803.737.3918 [che.sc.gov/CHE\\_Docs/AcademicAffairs/License/Complaint\\_procedures\\_and\\_form.pdf](http://che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf)

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**South Dakota**

South Dakota Secretary of State, State Capitol  
500 East Capitol Ave.  
Pierre, SD 57501-5070  
[sdsos@state.sd.us](mailto:sdsos@state.sd.us)

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

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**Tennessee**

Tennessee Higher Education Commission  
404 James Robertson Parkway, Suite 1900  
Nashville, TN 37243  
[tn.gov/thec/Divisions/LRA/PostsecondaryAuth/Complaint%20Form.rtf](http://tn.gov/thec/Divisions/LRA/PostsecondaryAuth/Complaint%20Form.rtf)

Office of the Attorney General Consumer Protection Division  
P.O. Box 12548  
Austin, TX 78711-2548  
[oag.state.tx.us/consumer/complaintform.pdf](http://oag.state.tx.us/consumer/complaintform.pdf)

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**Texas**

Texas Higher Education Coordinating Board  
1200 E. Anderson Ln.  
Austin, TX 78752  
[thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D](http://thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D)

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**Utah**

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

**Vermont**

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

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

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**Virginia**

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

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**Washington**

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

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**West Virginia**

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

West Virginia Office of the Attorney General, Consumer Protection Division  
PO Box 1789  
Charleston, WV 25326-1789  
[whepc.org/resources/Complaint\\_Process.pdf](http://whepc.org/resources/Complaint_Process.pdf)

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**Wisconsin**

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

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**Wyoming**

Wyoming Department of Education

2300 Capitol Ave., Hathaway Building, 2nd Floor

Cheyenne, WY 82002-0050

<http://edu.wyoming.gov/downloads/schools/student-complaint-process.docx>

Attorney General's Office

123 Capitol Building

200 W. 24th St.

Cheyenne, WY 82002

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**Puerto Rico**

Puerto Rico Council on Higher Education

PO Box 1900

San Juan, Puerto Rico 00910-1900

Puerto Rico Department of Justice

PO Box 9020192

San Juan, Puerto Rico 00902-0192

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**U.S. Virgin Islands**

Government of the United States Virgin Islands

Department of Education, Office of the Commissioner

1834 Kongens Gade

St. Thomas, V.I. 00802



**ADLER**  
UNIVERSITY