ADLER
ACADEMIC CALENDAR
2018-2019

UNIQUE PREPARATION FOR YOUR UNIQUE FUTURE

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ADLER Community Declaration

Recent world events have revealed a conflict between the belief that everyone is equally worthy and the belief that only some are worthy and the rest are dispensable.

ADLER supports the right of everyone to live free of oppression and deprivation.

What we want for ourselves, we want for all.
MISSION
Our mission is to practice what we teach so we can transform ourselves, our organization and the world around us.

ADLER is a graduate professional school. Our academic programs prepare students to provide services in the areas of mental health and wellbeing. Graduates pursue careers in psychology (clinical, counselling and school psychology), professional coaching, psychotherapy, and mental health counselling.

MOTTO
At ADLER we transform teaching into learning, careers into callings, and theory into practice and vice-versa. Our Stylized ‘A’ logo is the Greek sign for Delta, symbolizing positive change. Each side of the triangle represents one of our three focus areas; Psychology and Psychotherapy, Coaching and Leadership, and Continuing Education and Community Service. All three areas of focus have a similar aim: to help people move towards positive change.

ABOUT ADLER
GRADUATE PROFESSIONAL EDUCATION
ADLER was formed to promote education for practitioners in the mental health and coaching professions. Programs are offered at the graduate level, or as preparation for graduate work. ADLER programs remain current, informed by the forefront of relevant professional disciplines. Graduate-level students are expected to show originality in the application of knowledge and an understanding of how the boundaries of knowledge are advanced through research. They will be asked to deal with complex issues both systematically and creatively and to show originality in tackling and solving problems. The emphasis in professional education is on learning the knowledge, skills, and attitudes required for excellence in practice. This requires transforming: Teaching into learning; Careers into callings; Theory into practice and vice-versa

Academic Principles
In designing the structure and curricula for ADLER programs, academic staff and faculty examined the Mission, Vision, Core Values, and professional education principles. From these, they derived a set of Academic Principles to serve as guidelines for all ADLER teaching and training:

Principle 1. Applied Focus
ADLER prepares human service professionals to apply knowledge of psychological and other human science theory, practice and research in service delivery, organizational, and educational settings.
Principle 2. Professional Emphasis
ADLER requires students to become knowledgeable of the history and role expectations of the particular profession to which they aspire; ADLER takes a leadership role in upholding and promoting excellence within those professions.

Principle 3. Upholding Standards
ADLER upholds the highest standards of postsecondary education and of training within each profession it prepares students to enter; ADLER maintains liaison with accrediting and professional bodies in order to update those standards as the needs of the profession change.

Principle 4. Ethical Duty
ADLER impresses on human service professionals-in-training the importance of their ethical and fiduciary duty to clients and the specifics of the ethical code for their chosen profession.

Principle 5. Enhancing Relationships
ADLER believes that the basic and material component of human services is relationships, including professionals’ relationship with themselves; therefore, the curriculum provides opportunities for self-awareness, insight and self-development in the interest of building the capacity for collaborative relationships with clients and within the social environment.

Principle 6. Adult Learning
ADLER subscribes to an adult education model, expecting students to take responsibility for their own learning, at the same time as providing learning opportunities for working professionals and those who must travel in order to study. ADLER strives to provide and continually improve resources that support students in becoming responsible learners.

Principle 7. Adlerian Grounding
ADLER relies on the philosophy and psychological theories of Alfred Adler to provide its values and guiding principles. Because these principles promote the betterment of humanity as a criterion for judging the value of behaviour and knowledge, ADLER welcomes and teaches a range of theories and techniques, whatever their source.

Principle 8. Resource-Based Approach
Although pathology is a recognized means of directing treatment; wherever possible, ADLER students are encouraged to utilize a resource-based approach to clinical interventions and professional development. A resource-based approach acknowledges what individuals know and are capable of accomplishing as a scaffold for healing and for further development.
**Principle 9. Social Justice**
Through education and public advocacy, ADLER is committed to redressing societal wrongs derived from injustice, exploitation, and discrimination.

**Principle 10. Diverse Context**
ADLER recognizes the importance of a diverse context in which racial/cultural/religious/social/gender differences are celebrated; ADLER promotes social equality, acceptance, understanding, and respect among its students, graduates, faculty, staff, clientele, and society.

**Principle 11. Embedded Systems**
ADLER does not teach or practice as though minds are separate from brains, brains are separate from bodies, or bodies are separate from the social and natural world in which they are embedded.

**Principle 12. Research Support**
ADLER supports student and faculty research as a means of furthering individual mastery, grounding practice in empirical results, adding to the fund of evidence-based techniques, and transforming theory into practice and vice-versa.

**Principle 13. Service Delivery**
ADLER provides mental health, supportive, and transformative services to individuals, families, groups, organizations, and underserved populations.

**Principle 14. Technological Enhancement**
ADLER respects that, when delivery is properly matched with content, technology can help provide higher quality professional education as well as promoting economy and convenience in learning. However, ADLER recognizes that in-person participation in courses and field experience, and face-to-face contact with faculty and other students, is essential to the development of human service skills.

**Principle 15. Reflective Practitioner Model**
ADLER supports education and training in academic, experiential and practice settings to best prepare students to meet the demands of their clients. The scholar-practitioner model stresses the development of knowledge through practice, an approach that supports and complements the scientist-practitioner model. ADLER supports practice-based evidence in addition to evidence-based practice.

**Principle 16. Evidence-Based Evaluation**
ADLER is committed to the utilization of evidence-based practice and evaluation, on a student, faculty and program basis, to guide its curriculum, professional development, educational practices, and service provision.
ORGANIZATION AND GOVERNANCE
ADLER Graduate Professional School Inc. (ADLER) is a non-sectarian, independent, commuter institution incorporated in the Province of Ontario that is governed by a Board of Directors elected by the Shareholders and chaired by the President. The Board has responsibility for strategic planning, for management of resources, and for the financial well-being of the School. It hires the President who, as Chief Executive Officer, is responsible for hiring a Chief Financial Officer and Administrative and Academic Vice-Presidents. The Chief Financial Officer hires and oversees accounting personnel and is responsible for fulfilling financial reporting requirements. The Administrative Vice-President hires Department heads and oversees administrative functions including human resources, admissions, marketing, IT, operations, and student services. The Academic Vice-President coordinates academic functions of the Registrar and other administrative personnel, and appoints a Dean of Students and Dean of each Faculty to hire and lead Core and Adjunct Faculty and certificate program Directors. Core Faculty members are responsible for academic budget, curriculum, admissions requirements, and graduation standards within each program.

LOCATION
The main campus is conveniently located in downtown Toronto near major subway stops. Courses for degrees are offered at the main campus. Courses leading to certificates may be offered at the main campus or off site in schools and colleges, locally and internationally, that have a long-term relationship with ADLER. Selected courses that can be taught effectively online may be offered by teleconference or other means, but psychology degree courses and most other courses are in-person with resources offered through ADLearn, the school’s online learning platform.

HISTORY
ADLER was formed with the express purpose of offering degrees and other advanced professional education in the mental health and wellbeing professions to students from Ontario and around the world. Adlerian graduate-level professional education has been a presence in Ontario since 1978. When the Ontario government enacted the Post-secondary Education Choice and Excellence Act, 2000, members of the ADLER community recognized the opportunity, for the first time in Ontario, to establish an independent degree-granting graduate professional institution that could meet the professional needs of Ontario students. Although it is an independent organization, ADLER maintains collegial relations with other Adlerian institutions such as Adler Graduate School in Minnesota and Adler University in Chicago and Vancouver.

EDUCATIONAL ORIENTATION
ADLER bases its philosophical assumptions, Core Values and Curriculum Guiding Principles on Individual Psychology, a comprehensive science-of-living system originated and developed by the well-known
Austrian psychiatrist, Alfred Adler (1870-1937) who promoted basic values of community and social justice.

Although ADLER’s educational orientation is rooted in Adlerian philosophy, all major approaches and theories that contribute to mental health and wellbeing are represented in ADLER Curricula. Our experience and professional expertise suggest that a firm grounding in a broad-based theory, such as Adlerian Philosophy, provides a foundation for developing high level cognitive and emotional capacity for comparing and evaluating other theories.

Individual Psychology, or Adlerian Psychology, emphasizes the uniqueness of every individual and stresses the individual’s social embeddedness. At the core of the School’s approach to mental health and wellbeing, and to training professionals in these fields, is a philosophical assumption about the dynamics of being human that draws on the work of Adler. We are all caught in a paradoxical tension between being ourselves, the centre and creator of our own phenomenological universe, and fulfilling the demands of a social community without which we cannot survive. On the one hand, we are all unique human beings with a strong need and desire to express ourselves fully in our life and work. On the other hand, we are subjected to pushes and pulls of in a web of relationships as a member of multiple systems, and an irretrievable part of humanity. Our creativity in resolving this seeming paradox between self-expression and embeddedness determines, to a significant extent, our level of success and fulfillment and, according to Adler, our mental health. The key to resolving the paradox lies in using our unique selves to make a contribution to and with others. Adler calls this key, ‘social interest’.

Our goal at ADLER is to develop professionals whose work will be thoroughly grounded in the intention to help clients creatively resolve and transcend this paradox between self-expression and embeddedness - that is, to develop social interest. Even when that work is narrowly focused on a specific issue or area, we believe that operating from such a higher-level intention will enhance both healing and possibilities for growth and development.
CORE VALUES

The ADLER organization, sister institutions, curricula, and interactions with one another are informed by nine core values derived from Adlerian philosophy and represented graphically in this figure:

![Diagram showing core values]

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**Values That Serve to Anchor Us in Who We Are:**
Integrity; Authenticity; Creativity

**Values That Guide our Development Towards Realizing our Potential:**
Courage; Continued Learning; Self-Responsibility

**Values That Guide Us in Creating and Maintaining Meaningful and Productive Relationships:**
Appreciating Uniqueness; Collaboration; Compassion

**Diversity**
One of the aims of the ADLER organization has been to continue the tradition of promoting diversity and providing opportunities to students who traditionally have been excluded from pursuing graduate level professional education because of their inability to complete the degree on a full-time/daytime basis. Presently at ADLER, all required degree courses may be taken on weekends or evenings on a full or part-
time basis. (See Non-Discrimination Policy). Workshops and certificate programs are scheduled at the convenience of the students.

**Truth in Advertising and Recruitment**

All public reports, materials and advertising produced by ADLER are presented in a full, accurate and truthful manner. Recruitment of students is guided by fair business practices. Key information about ADLER Programs and policies is published in the Academic Calendar, on the School website, and otherwise made readily available to students and the public.

**CURRICULUM COMMITTEES**

The Dean or Director of each degree or certificate program appoints faculty members of a Curriculum Committee for that program at the beginning of each academic year. The Chair of the Committee is a Core Faculty or ex-officio Core Faculty member of the program in which the degree or certificate is administratively housed (e.g., the Master of Psychology degree Program is housed in the Faculty of Psychology, the Certificate of Professional Coaching is housed in the Faculty of Professional Coaching, etc.). The Committee consists of the Chair, at least one other Core or Adjunct Faculty member, at least one student currently enrolled in the degree or certificate offering, and at least one other member who may be a graduate of the offering or another professional familiar with the field. The student and graduate associations choose the student and graduate Curriculum Committee members, respectively, according to procedures determined by each association. The Curriculum Committee meets each trimester to assist in curriculum development, modification and maintenance and to respond to questions or concerns referred to it by the student or graduate association; the Program or other Dean or Director; the Board of Directors; the Academic, Administrative, or Advisory Council; or other Committees. A report from each offering’s Curriculum Committee is submitted to the Academic Council and included in the portion of the Annual Review and Self-Study provided by the Council.

**GIVING BACK – COMMUNITY SERVICES**

At ADLER we believe strongly in social entrepreneurship and giving back to the community. We have a number of ongoing initiatives:

**ALFREDs Community Clinic**

In collaboration with ALFREDs (Adler Learning Federation for Research, Education, and Delivery of Services), advanced ADLER students provide psychological, psychotherapy, and life coaching services to the community. Practicum students provide testing, psychotherapy, referral, coaching, and consulting services, as appropriate to their qualifications, to community-based or organizational clients under supervision of a qualified professional faculty member. Clients may be self-referred or referred by agencies or by health care or social services practitioners.
Many Hearts of Psychotherapy Public Lecture Series

ADLER offers free monthly public lectures featuring guest lecturers on current topics in the field of psychotherapy.

Life Plan – Coaching for at Risk Youth

Life Plan is a collaboration between ADLER and the PACT Urban Peace Program (Participation, Acknowledgement, Commitment & Transformation) to support youth involved with the justice system.

Through Life Plan, youth age 14 – 18, who are deemed higher risk repeat offenders, receive life coaching from ADLER coaching graduates and advanced coaching students. As well, ADLER provides scholarships to youth involved in the PACT Urban Peace Program who show a desire and aptitude to become certified coaches and in turn, give back to their community through coaching.
OVERVIEW OF PROGRAMS & SERVICES

FACULTY OF PSYCHOLOGY - PROGRAMS

Master of Psychology Degree (MPSY)

ADLER’s Faculty of Psychology grants a Master of Psychology (MPsy) degree to prepare students to provide psychological services in clinical counselling in a variety of situations such as schools, clinics, hospital and private practice setting, for registration as Psychological Associates in the Province of Ontario; and for further study in professional psychology. The ADLER MPsy degree consists of 75 credits, including three “Capstones”: Major Research Project or Thesis; Practicum Placements (3x 300 hours); and Master Comprehensive Examination. The MPsy degree may be completed in two years of full-time study or up to five years part-time. To help enable students to balance work and studies, classes are scheduled on weekends over three trimesters (4 months each including summers).

Consent

In Ontario, consent to offer postsecondary degrees is granted by the Ontario Minister of Advanced Education and Skills Development. This is considered equivalent to regional accreditation in other jurisdictions. The Master of Psychology degree is offered by Adler Graduate Professional School Inc. under consent of the Ministry, which requires the following notice: "This program is offered under the written consent of the Minister of Advanced Education and Skills Development, for the period from 8 August 2017 to 8 August 2022. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g., acceptable to potential employers, professional licensing bodies or other educational institutions)."

Consent from the province must be renewed every 5 years.

From time to time, student work, including but not limited to essays, examinations, and other material, may be anonymized and made available to subject matter experts as part of the quality assurance process for academic degree programs.

Transitional Equivalency Program (TQ)

(Honours Undergraduate Psychology Degree Equivalent)

Registration with the College of Psychologists of Ontario (CPO) requires a minimum of a masters as well as an undergraduate honours degree in psychology or equivalent (8 full university courses in psychology - 576 hours). For those who wish to enter the ADLER masters program but do not have this undergraduate prerequisite, ADLER offers a Transitional Equivalency (TQ) program designed to provide the equivalent of an undergraduate honours degree (576 hours or 48 TQ credits).
To qualify for ADLER’s TQ program, applicants must have completed at least one full-year undergraduate introductory psychology course totalling 72 hours (equivalent to 6 TQ credits). Successful TQ applicants are granted provisional admission to the MPsy degree program contingent upon completing the remaining courses equivalent to an honours undergraduate degree (up to 48 credits) before receiving full admission to the MPsy degree program. Students who require the full 48 TQ credits, including biological, cognitive, affective, and social bases of behaviour and psychology of the individual, may complete requirements in a full year of study (including the summer).

**Graduate Certificate in Psychological Assessment**

Psychology Master’s students have the option to obtain a Graduate Certificate in Psychological Assessment by choosing GCPA electives during their MPsy degree program. Successful graduates of this certificate program will have the knowledge and skills to work as a psychometrist in a variety of situations such as schools, clinics, hospital and private practice setting.

*The GCPA program is also available as a post graduate certificate to other qualified individuals. Please refer to the graduate certificate program section of this document for details.*

**FACULTY OF COACHING - PROGRAMS & SERVICES**

ADLER offers a variety of coaching programs:

1. ADLER Trained Coach (ATC)
2. ADLER Certified Professional Coach (ACPC) - ICF accredited
3. Coaching Intensive Workshops
4. Corporate Coaching Packages

**ADLER Certified Professional Coach (ACPC)**

The ADLER Certified Professional Coach (ACPC) Program is an International Coach Federation (ICF) accredited program that prepares individuals to pursue a career as a professional coach or to utilize a ‘coach approach’ in their current profession.

The ADLER Certified Professional Coach (ACPC) program incorporates a wide variety of practical coaching techniques rooted in a depth of theory drawn from Adlerian philosophy, positive psychology, appreciative management, contemporary organizational development, and transformative adult education. The full program is based on a graduate-level curriculum.

ADLER’s flagship Professional Coaching certificate program was launched in 1998 and has expanded internationally to include offices in the United States, United Kingdom, Turkey, and Jordan. We continue to explore new opportunities for Professional Coaching Programs around the globe including France, China, Malaysia, and Azerbaijan.
ADLER’s professional coaching certificate program was the first in Canada to be designated as an Accredited Coach Training Program by the International Coach Federation in 2002, a designation that was renewed in 2006, 2009, 2012, 2014 and 2016.

**Coaching Workshops**
ADLER offers experience-rich learning to enhance professionals’ capacity for leadership within their given profession.

- Coaching Strategies, Competencies and Skills for Leaders (2 days)
- Coaching with the Brain in Mind (2 days)
- Coaching Impact (2 days)

**Corporate Coaching Packages**
ADLER’s customized Corporate Coaching Packages provide training in ‘coach approach’ techniques for employees as well as individual coaching to the organization’s leadership team. ADLER’s corporate coaching packages are customized to provide professional development and create positive cultural change within the workplace. ADLER Corporate Clients include major corporations and institutions such as: CBC, Canadian Tire, Queen’s University and Scotiabank. For more information, please visit our website at www.adler.ca

**FACULTY OF PSYCHOTHERAPY - PROGRAMS**

**GRADUATE DIPLOMA COMPETENCY BASED PSYCHOTHERAPY**
*Please note that ADLER is no longer offering the Diploma in Competency-based Psychotherapy, and will not be accepting new students to this program.*

**Information for current students:** In keeping with recent changes requiring psychotherapists in Ontario to be registered with the College of Registered Psychotherapists, the Faculty of Psychotherapy offers a Graduate Diploma in Psychotherapy intended to provided education and training in the skills, knowledge, and judgment leading to entry-to-practice competencies in psychotherapy. The program includes foundational knowledge of human behavior as well as in-depth training in specific modalities of psychotherapy. Graduate Diploma applicants must have an earned baccalaureate in any field with recommended work, volunteer, or personal experience in a psychotherapy or counselling setting.
FACULTY OF CONTINUING EDUCATION – PROGRAMS

PROFESSIONAL DEVELOPMENT CERTIFICATES

In order to enter or maintain a competent practice in the mental health field, practitioners require continuing professional education and opportunities for supervised practice. The Faculty of Continuing Education provides both. Certificate programs incorporate a case-based learning approach, encompassing theoretical discussion supported by real-life cases, demonstrations, scenarios, and role-playing. This approach allows participants to gain experience with actual day-to-day challenges. Programs are designed to be interactive, offering participants an opportunity to engage in active discussions with both their peers and the instructor. The instruction goes beyond the application of cases, tying theoretical models to everyday practice. All programs are developed and delivered by our extensive faculty of leading professionals and academics.
ACADEMIC POLICIES

ACADEMIC STANDING COMMITTEE

ADLER upholds the highest standards of business practices, ensuring fair and honest dealings with students of all degree, transitional, graduate or regular certificate programs or courses. All students are entitled to rights formulated by a set of procedures designed to address academic performance and conduct through informal administrative and academic channels. The School has instituted and maintains the following formal procedures that ensures due process and the exercise of rights accorded to all students.

The Dean of each Program at ADLER will appoint an Academic Standing Committee (ASC) consisting of a Chair who is a Core member of the Faculty in which the student is enrolled, at least one other Core or Adjunct member of any ADLER Faculty, and if requested by the student in question, a representative appointed by Student Council. The Committee will consider matters referred to it concerning: degree grades or assessment of program requirements (students must maintain satisfactory progress with a minimum grade point average of 3.0 or B; two grades of C or one Failure would require the Dean to convene an ASC), course attendance, readiness for practicum, ethical conduct and research, consideration for course and program dismissal, standards for successful completion, and other matters with respect to student performance or conduct. Committee procedures are based on principles of natural justice.

In matters related purely to academic performance, unless otherwise indicated by the VP Academic in consultation with the Dean and faculty member(s) involved, the student will be allowed to continue to attend the course(s) in which she/he is encountering difficulty.

In matters of student conduct where there might be a concern for public or client safety, the VP Academic may, in consultation with the Dean and faculty member(s) involved, decide that the student either not be permitted to apply to practicum until an Academic Standing Committee resolves the issue; or, if the student is already enrolled in a practicum, that she/he withdraw until the matter is resolved by an Academic Standing Committee.

The Dean of Students and/or Registrar are responsible for advising the respective Dean when a student does not meet standards for satisfactory progress. Faculty members, the Director of Clinical Training, Director of Research and the Dean of Students are responsible for advising Faculty Deans on matters of student performance and conduct.
The Dean will appoint a Chair and members to the ASC to review the student’s file within 15 business days of receiving a referral. It is a duty of Core and Adjunct members of each Faculty to make themselves available when called upon to serve on an ASC. The Dean may consult with the VP Academic for assistance with appointing an ASC in a time-sensitive manner.

The appointed Chair will inform the student, in writing (with copy to the Registrar), that an ASC is being convened, and that she/he will be required to attend an interview once a date has been determined. The student is informed that she/he may request a representative appointed by Student Council to the ASC, and may also bring an advocate or support person to the interview. This letter will also clearly state any conditions that immediately apply to course attendance and/or practicum.

Once a matter is referred to the ASC, the Committee will review the student’s transcript or other documents relevant to the referral and interview the student (in person or by face-to-face electronic communication). The ASC may also interview the student’s Faculty Mentor/Advisor and/or any instructor(s) who submitted grade(s) or other concerns in question. The purpose of the review and interview will be to identify any mitigating circumstances for the unsatisfactory grade(s), failure to progress, ethical or other conduct issues, or other matters that may require remediation.

As a result of this inquiry, the Academic Standing Committee (ASC) will be required to make and issue a determination, in writing (and copy to the Registrar), no later than 30 business days from the date the student is interviewed and may recommend to the Program Dean one or more of the following actions:

**Remediation**

The Academic Standing Committee will specify a plan and timeline which the student must follow. This may include recommendations for additional learning, tutoring, coaching, or treatment which may require the student to pay additional fees. Should the student be unwilling or unable to complete the plan specified by the Academic Standing Committee, the consequence may be dismissal from the course or Program.

**Reprimand**

The Academic Standing Committee may recommend a statement to appear in the student’s record.

**Probation**

Standards that must be upheld for continuation in the Program will be recommended by the Committee, along with a timeline.

**Suspension**

The Committee may recommend that a student remove himself or herself from the Program for a set period.
Dismissal

The effective date of a dismissal should be included with a recommendation for this action.

No action necessary.

The Academic Standing Committee will review the referral as soon as possible and within 30 days will provide a recommendation and its rationale in writing to the Program Dean, who will decide whether to accept the recommendation. If the recommendation is accepted, the Dean will inform the student in writing, including details of any remediation or probation plan. If the Dean of the Program does not accept the recommendation, (s)he may ask the VP Academic to render a decision in consultation with at least two members of the Advisory Council. The student may appeal the decision of the Dean by following the procedures outlined in Ethical Conduct and Dispute Resolution.

All students and faculty of ADLER degree, transition equivalency, graduate and regular certificate programs and courses and all ADLER employees are entitled to the rights of citizenship. Those rights are formulated by a set of procedures designed to deal with appeals, complaints, and grievances that cannot be resolved through administrative and academic channels. The natural justice principle of the “presumption of innocence until proven guilty” shall underlie all policies and procedures with respect to appeals, complaints, and grievances. Please refer to the Ethical Conduct & Dispute Resolution for processes.
ADMISSIONS REQUIREMENTS—ALL PROGRAMS

English Language Proficiency (ELP) Policy

All applicants must have a demonstrated proficiency in the English language to be able to undertake academic studies at a graduate level. Applicants must either: (a) have English as their first or primary language; (b) have completed their undergraduate degree at a university in which the language of instruction and examination is English; or (c) have demonstrated proficiency in the English language via testing by one of the following organizations:

- Test of English as a Foreign Language (TOEFL), offered by Educational Testing Service P.O. Box 6151, Princeton, New Jersey, U.S.A., 08541-6151 (www.toefl.org). A minimum overall score of 580 with a Test of Written English component score of 5 is required for paper-based tests; an overall score of 93 with a writing/speaking component score of 22 is required for Internet-based tests.
- Michigan English Language Assessment Battery (MELAB) offered by English Language Institute at University of Michigan, Ann Arbor, Michigan, U.S.A., 48109-1057 (www.lsa.umich.edu/eli/testing/melba). A minimum score of 85 is required.
- International English Language Testing System (IELTS), offered by University of Cambridge Local Examinations Syndicate, 1 Hills Road, Cambridge, U.K., CB12EU (www.ielts.org). A minimum score of 7.0 (Academic) is required.
- Academic Preparation Course, International ESL Program, School of Continuing Studies, University of Toronto, 252 Bloor Street, Suite 4-106, Toronto, Ontario, M5S 1V5 (www.learn.utoronto.ca/esl). A minimum final grade of B in Level 60 is required.

GP-100: Thriving in Graduate School

All applicants to ADLER degree or graduate certificate programs are required to take a nine hour, three-session mini-course - Thriving in Graduate School. The course is optional for all other students. This mini-course introduces graduate school applicants to a variety of skills, attitudes, and life-balance considerations that will facilitate their transition to, and success in, graduate studies at ADLER and elsewhere.

This course will help students clarify their own motivation for applying to ADLER and assist in ensuring that the ADLER program is an appropriate match for their personal aspirations and learning style. Additionally, the writing requirements of this course will comprise part of the application dossier - Statement of Intent.

Participation in this mini-course will also offer an opportunity for faculty members on the admissions committee to gain first-hand knowledge of potential students’ performance in an academic
environment. Additionally, it will serve as an opportunity to begin the acculturation process for all potential students to facilitate their successful integration into graduate studies at ADLER.

GP-100 is offered once each Trimester. Applicants who live outside of the Greater Toronto Area, for whom attending GP-100 prior to admission would be a hardship, are required to attend this course during their first trimester after admission.

**Application Process**

The Admission requirements and Application Process is unique for each ADLER Program. Consult specific Faculty at www.adler.ca for details.

**COURSE ADMISSION & TUITION**

*Degree and Graduate Certificate Courses*

Tuition payment, or payment plan agreement for a given trimester, must be received by ADLER no later than the last payment date listed on the Registration Request Forms for that trimester.

*Professional Development Certificate & Workshop Courses*

Tuition or first installment of a payment plan must be received no later than the first day of class. Students may attend classes after this date only if: all fees for the course or courses in which they are enrolled or registered for are paid; or explicit approval for fee deferral has been given by the Bursar based on reasonable criteria with respect to pending payments (including but not limited to an approved payment plan arrangement, awaiting bank loan approval, and similar), and this deferral has been communicated to the Registrar.

**COURSE ATTENDANCE**

Full Attendance is expected in all courses. Missing a class or periods of instruction can seriously jeopardize a student’s ability to successfully complete the program. The course attendance list provided to instructors by the Registrar is an indication that all registration and enrolment documents are in order and payment or an approved payment arrangement has been made. Faculty members will ask students whose names do not appear on the course attendance list to proceed to the Registrar and/or Bursar for completion of registration or enrollment.

Timely and regular attendance at each class, whether in person, on-line, or by telephone bridge line or other distance technology, is a requirement for every student. Attendance is recorded at the beginning and end of every class and submitted to the Registrar. Only under exceptional circumstances may a student miss required courses and still be granted the option of completing course requirements. Those circumstances include but are not limited to: illness or a pressing family matter, such as a death in the family.
Social engagements or a heavy course load are not acceptable as “pressing” matters. Circumstances must be supported by written confirmation by a doctor and/or someone outside of the immediate family who can attest to the seriousness of a family crisis or other critical circumstance. The student must submit the request in writing to the instructor before the absence or delay, or as soon thereafter as possible. The instructor accepts or rejects the request at her or his discretion and recommends whatever makeup or substitute activities the instructor believes appropriate. Even with documentation, if the instructor does not believe that a student can complete the course requirements under such circumstances, the instructor has the right to recommend dismissal from the course to the Program Dean or Director.

If a request for absence is rejected, the student may request that he or she receive whatever grade is appropriate for the amount of work completed in the course. Alternatively, the student may request that the instructor, at his or her discretion, report to the Registrar a grade of “I” or Incomplete (See Grading), along with a copy of the student’s rationale and documentation, what must be done to complete the course, and the date by which the completion is due. When the work is completed, the instructor submits a grade that replaces the incomplete. An incomplete will revert to an “F” or failing grade if it is not removed by the end of the trimester following that in which the student was originally registered for the course.

Promptness for course sessions is also an expectation. For students who are repeatedly late, the instructor has the right to recommend dismissal from the course to the Program Dean or Director. In the case of chronic tardiness, the Program Dean or Director may refer the student to the Program’s Academic Standing Committee.

**GRADUATION & CONVOCATION**

Successful degree or graduate certificate candidates are considered graduates upon receipt of a letter from the Registrar stating that all requirements have been met and that the Faculty has recommended conferral of the degree or certificate. The date of graduation is the date the degree has been conferred by the Faculty, as confirmed by the Registrar’s letter.

Each Spring, a Convocation is held to celebrate the graduation of students from all ADLER programs: degree programs, graduate certificates, and other certificate programs for graduation eligibility to participate at Convocation, consult relevant Faculty information.

**CANCELLATION – CLASSES**

Classes may be cancelled for reasons of weather, instructor illness, or other extenuating circumstances. Every effort will be made to inform students of cancellations in a timely manner. Alternate arrangements will be made where possible.
CANCELLATION – COURSES & WORKSHOPS
ADLER reserves the right to cancel courses and workshops that do not meet minimum enrollment requirements. Every effort will be made to inform students of cancellations in a timely manner. Students will be given the option of applying tuition to a future course or obtaining a refund. For required courses, students will be consulted in order to determine a replacement schedule. Students will not be penalized financially or otherwise for cancelled courses.

COURSE EVALUATIONS
After the final course session, students complete an evaluation of the course and instructor either by hard copy or online. Degree and graduate certificate students also self-assess their achievement of course learning outcomes and must complete their evaluations online via ADLearn before receiving their final grade. Responses are aggregated so that no individual student’s identity is revealed, and the survey is sent to the instructor only after the instructor submits grades for the course to the Registrar. Copies of course evaluations are provided to the Academic Vice-President and the Dean or Director of the Program. Electronic copies are stored in course records with the Registrar.

CONFIDENTIALITY AGREEMENT (SEE PRIVACY OF INFORMATION)

CONTINUOUS ENROLLMENT (LEAVE OF ABSENCE)
Degree and graduate certificate students are expected to enroll in and complete a minimum of 1 credit each trimester during their program tenure. Should students, for any reason, wish to take a leave of absence for one or more trimesters, they must submit a Request for Leave of Absence, including the requested dates and reasons for the request, in writing to the Dean of the Program in which they are enrolled. Verbal, telephone, or email requests will not be accepted. Once the Request is approved by the Dean it is the student’s responsibility to submit it to the Bursar, along with the Continuous Enrollment Fee (see Schedule of Tuition and Fees). The Bursar forwards the approved Request to the Registrar for entry onto the student’s transcript (see Grading—Assessment Schema). Any student who fails to sign up for courses for two trimesters without an official Leave of Absence and payment of Continuous Enrollment Fees will be dismissed from the Program. That student must re-apply and be admitted under policies, procedures, and requirements current at the time of the new admission to continue in the Program. To maintain Satisfactory Progress, degree students must apply for and pay the Continuous Enrollment Fee while they are completing a course for which an “IP--In Progress” grade was submitted in the previous one or two trimesters (for example, while completing a practicum or Major Research Project/Thesis or Practicum).
COURSE DELIVERY
Courses are scheduled during three trimesters: Fall (September to December), Winter (January to April), and Summer (May to August). Depending on the Program, courses may be offered on weekdays, weeknights, or weekends. Each Program has its own scheduling plan, credit requirements, and delivery modalities (such as face-to-face delivery in classrooms, synchronous or asynchronous communication utilizing ADLearn telecourse discussions utilizing a telephone bridge line, or by other technology-based delivery methods, depending on faculty judgment of the most effective means for delivering course material). Consult specific Programs for details.

CREDIT RECOGNITION BY OTHER INSTITUTIONS
ADLER and each of its Faculties make every effort to ensure that the various curricula and courses are current and in keeping with the highest standards of scholarship and pedagogy. However, students should be aware that the recognition of individual courses, certificates, or their degree by other post-secondary institutions or by regulatory bodies depends entirely on the policies of those institutions. At the time of registration, students receive written notification of any credit transfer arrangements ADLER has made with other institutions, which includes information about such arrangements and contact information with respect to the receiving organization(s). If a student intends to apply to other institutions in the hope that ADLER courses or degree will be accepted, she or he is advised to check in advance whether this will be the case. All students are strongly encouraged to maintain their own files of Academic Calendars, course outlines, reading packets, practicum documents, grade sheets, and papers, exams and other materials submitted to individual instructors or the School to support any future application for credit transfer recognition or to verify work/courses/training completed.

CREDIT TRANSFERS AND WAIVERS
Where students believe course material may have been covered in prior educational experiences, they may apply to have previous credit transferred into their Program or have a required course or courses waived. For any degree program, no more than one-third of required credits may be transferred. In no case shall the transferred credits reduce the Residency Requirement for any program (see Residency Requirement below). Transfer of credit reduces the number of remaining credits required for completion of the degree or certificate. A waiver allows a student to substitute another course for one required in the degree or certificate. Requests for transfers or waivers will not be considered before a student has signed and returned a Registration Agreement to the School. Written requests for transfers or waivers should be directed to the Dean of the Program in which the student is enrolled and should include a letter referring to a transcript indicating the course or courses for which transfers or waivers are requested, along with a detailed copy of the course outline on which the request is based. Where applicable, students may request a transfer credit during their studies due to a valid medical reason with accompanied doctor’s note. The Dean retains final authority for granting transfers and waivers.
ELECTRONIC COMMUNICATION
Access to library resources on the Internet and to ADLER’s online education platform, ADLearn, is available to students enrolled in all programs. Before beginning their first course, students are required to have Internet access, word processing and printing capability, and a telephone at home or wherever they choose to complete their schoolwork. ADLER Intranet and Internet resources are intended to enable staff, faculty, and students to communicate exclusively to further educational and professional purposes. Any unlawful or unethical use of the School computer, audio-visual equipment, or other electronic resources will result in consequences up to and including dismissal and/or referral to a law enforcement agency. See Appendix C: Information Technology Use and Management Policy for more information.

ETHICAL STANDARDS
Appropriate participation in clinical, coaching or related professional activities requires strict adherence to Codes of Ethics as set out by relevant regulatory or certifying bodies in the Province of Ontario or other jurisdictions. Students are expected to refrain from engaging in clinical, coaching or related activities that are deemed unethical or unlawful under Ontario law or that contravene the ethical, clinical and practice guidelines of relevant professional bodies. Students may not engage in clinical, coaching or related service activities for which they are unprepared. Any clinical service activities outside of practicum experiences must be reported to either the Director of Clinical Training for the Program, or to the Dean or Program Director. See also Research Standards and Practices.

FINANCIAL ASSISTANCE
Limited tuition assistance may be available to qualified students. For more information please contact the Director of Admissions. ADLER encourages students to apply for by private foundations and associations and will provide documentation and support necessary for such applications. The ADLER Financial Department can recommend a loan program that may be suitable for students who qualify including OSAP. Many banks and credit unions also have very competitive student loan programs or student lines-of-credit. Interested students are encouraged to contact their local banks or credit unions to discuss these options.

GRADING
Assessment is communicated either via letter grades (as opposed to percentages) for most coursework, or pass/no-pass for capstones (Practicum, MRP/Thesis, Comprehensive Exam) and other, more qualitatively evaluated course requirements. An instructor has the right to assign a final grade based on any combination of written work, participation, maintaining a cooperative and scholarly attitude, attendance, student self-assessment according to faculty-stipulated guidelines, and other skills or competencies that indicate achievement of course Learning Outcomes. The basis for assigning a grade is
provided in the course outline, that details learning outcomes, expectations and assignments, and is made available to students prior to the beginning of each course. ADLER is committed to curbing grade inflation. A “B” at the graduate level indicates that the student’s performance meets expectations for someone who has been granted admission to a master’s program. Following are letter grade equivalencies to grade points (on a four-point scale), percentages, and descriptions. (Note: With the provision that the student self-assessment component will not exceed 40% of the final assessment.)

**ASSESSMENT SCHEMA - FOR MASTERS AND TRANSITIONAL, COURSES**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>90-100</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>85-89</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>80-84</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>77-79</td>
<td>Above average</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>74-76</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>70-73</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>67-69</td>
<td>Acceptable</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>64-66</td>
<td>Marginal</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>60-64</td>
<td>Below average</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59</td>
<td>Failing</td>
</tr>
</tbody>
</table>

**ADDITIONAL GRADES**

**E – Continuous Enrollment:** Students who have been approved by their Program Dean, or Director, for a Leave of Absence and who pay a Continuous Enrollment fee (See Schedule of Tuition and Fees), will have an “E” entered on their transcripts for every trimester they do not sign up for at least 1 credit (See Continuous Enrollment).

**I – Incomplete:** Students who are absent from course or unable to complete course requirements due to serious illness, a family emergency or other approved critical circumstance may request makeup work or an extension (See course Attendance). If the request is accepted, the instructor will report to the Registrar a grade of “I” or Incomplete, along with a copy of the request and documentation, what must be done to complete the course, and the date by which the completion is due. When the work is completed, the instructor will submit a grade that replaces the incomplete. An incomplete will revert to an “F” or failing grade if it is not removed by the end of the trimester following that in which the student was originally registered for the course.
**IP** – In Progress: Certain courses, such as the Major Research Project (MRP) / Thesis, or practicum, may of necessity extend beyond the end of the trimester in which they were scheduled. In these instances, the instructor will submit a grade of “IP”. Approval of the Program Dean is required for an IP grade to extend beyond two trimesters following that in which the course began. A Continuous Enrollment Fee may apply (see Continuous Enrollment).

**P OR N** – Pass or No Pass: Some courses, such as experiential seminars or practicum, are designated as “pass-no pass” by Program faculty. In these cases, students are assigned a grade of “P” for Pass or “N” to indicate they did not meet the standards necessary to pass. Students who drop a course without following procedures will receive an “N” on their transcripts for that course. “P” or “N” grades are not calculated in a student’s grade point average, but any “N” courses must be repeated and the original “N” grade will remain on the student’s transcript. No more than three “N” grades are allowed, and students may repeat courses for which they received an “N” grade no more than twice.

**W** – Withdrawal (Dropping a Course): Dropping a course according to the procedures outlined in the Dropping a Course policy results in the notation “W” next to the course listing on the student’s transcript. Dropping two or more courses over three consecutive trimesters may result in referral to the Academic Standing Committee. Students are advised to consult with their Faculty Mentor/Advisor or Program Dean if they find that they regularly sign up for more courses than they are able to successfully complete.

**X** - Program Dismissal: The grade of “X” indicates that a student has been dismissed from a program as a result of a decision by the Program Dean, in the case of failure to comply with School policy as outlined in the Academic Calendar and other School documents, after a recommendation of dismissal by the Academic Standing Committee, as a result of actions taken under the Ethical Conduct and Dispute Resolution process, or other disciplinary action.

*Please note: students may not typically grieve grades. Instructors are not required to re-read papers and may not do so with the intent of re-assigning a grade after the final grades for the course have been submitted to the Registrar. However, if a student feels that an instructor is unjustly biased in her or his treatment of a student for other than academic performance, or that academic policies have not been applied as outlined in this Calendar, the student may begin a grievance procedure (see Ethical Conduct and Dispute Resolution).*
SATISFACTORY PROGRESS
Degree, transitional, and graduate certificate students are expected to maintain a cumulative grade point average of at least 3.0 or B. Criteria for referral to the Academic Standing Committee:

- cumulative GPA falls below 3.0 or
- two or more grades of C+, C, or C- or
- one or more grades of F or
- three or more grades of N

Maintaining satisfactory progress also requires fulfilling the Residency Requirement as specified for the relevant Program. Candidates for degrees and graduate certificates must complete a minimum of 6 credit hours every twelve months and satisfactorily complete all of the requirements for graduation by the end of their assigned tenure as a student (5 years for Master of Psychology students). See also Continuous Enrollment.

HONOUR CODE (SEE ACADEMIC HONESTY)
RESOURCES

Student Associations
Students in the Psychology Faculty participate in self-governance through an ADLER Student Association funded by the Student Activity fees collected each trimester. The Association decides on its own structure and procedures. Students are encouraged to participate in Student Association activities and to run for positions that may include representation on the School’s Advisory Council or at other School functions. The Psychology Student Association also organizes a Colloquium during each trimester, and social events throughout the school year, as well as planning the convocation event in conjunction with ADLER administration.

Information Resources
Students in degree, transitional and graduate certificate programs are charged a Learning Resources fee during each trimester in which they are enrolled in classes. This fee gives them access to ADLearn, EBSCO and onsite library services, and a Learning Coach.

ADLearn
Upon registration, students are assigned an ADLearn account to access the school’s online Moodle-based learning platform. Course information, announcements, news and schedule information are available on ADLearn. Students are encouraged to check ADLearn daily. Resources for each course, including course outlines, assignments, and reading resources, grades and instructor feedback are all available on ADLearn. Important School, course and classroom information may be conveyed only on ADLearn. Information posted there is considered to have been delivered to the student. ADLearn is the primary mode of communication for students to contact both faculty and staff. An online and telephone ‘Help Desk’ is available to support students with ADLearn.

Online Registration
ADLER uses an online registration system (LMS Checkout) which allows students in each program to register and pay for courses. Each faculty has their own site for registration.

Library Services
The existence of the vast resources of the Internet and resultant collaboration among libraries of the world has changed the way that academic research is conducted. Instead of searching through stacks of books and journals in the inner bowels of huge buildings, scholars sit at their own computers and search the equivalent of thousands of libraries with seemingly infinite content. In response to the current information needs of students, ADLER has designed a network of library services that takes advantage of
the potential of online searches, enables downloadable and portable audiovisual options, and also recognizes the value of browsing hard copies of books and journals.

**Access to Resources (Online)**

All ADLER degree, transitional, postgraduate certificate, and at-large students have access to PsychLit and other information tools through arrangement with EBSCO online information services. In addition, video sessions with noted therapists and actual clients are available through PsychTHERAPY. Students receive information about how to gain access to these resources during the pre-registration course GP-100 Thriving in Grad School as well as during orientation before the first day of classes.

**Toronto Reference Library**

Located just one block from the ADLER main campus, the Reference Library for the City of Toronto provides expert consultation and assistance in locating books, periodicals, or other information of particular interest to students. All ADLER degree and graduate certificate students are issued Student Identification cards so that they may apply for Toronto Library cards and utilize the resources available in the Reference and other libraries.

**ADLER Browsing Library**

Students and faculty who research and read course materials sitting in front of their computers miss out on the experience of browsing through stacks of books and journals and discovering something they did not know to search for. ADLER provides this experience by arranging shelves of books related by subject using Library of Congress codes along the walls of classrooms and lounge areas. Students, faculty, and staff may take a book from the Browsing Library that they wish to read. If they wish to keep the book, they are asked to replace it with another relevant volume, on an honour system. Students are welcome to read books on ADLER premises without making an exchange. They are requested to replace any book they remove to its proper place on the shelf.

**Reference & Reserve Books**

Reference and reserve materials include books or journals assigned by instructors for courses and rare or repeated-use resources. These are kept in a separate location by ADLER student services staff. They may be used only on School premises or when students wish to photocopy material using the School photocopier. Required and most recommended course materials are placed on reserve one month prior to the start of the course. These books are available only by request from the front desk staff.
External Resources

In the past, ADLER students have found it convenient to use libraries at Toronto or York Universities or other university or public libraries geographically convenient to them. The Canadian Association of Mental Health, the Centre for Addictions and Mental Health, and related organizations also house library facilities that have proven useful for student research.

Computer Requirements

Every student is expected to have her or his own regular access to a computer, a printer, and Internet capabilities. Wireless internet access is available to students and faculty on school premises. (See Appendix C: Information Technology Use and Management Policy for more details)

Student Computers

A secure wireless network enables Internet access on ADLER premises for students who bring laptops or mobile devices to classes. Using their username and secure password, students may access library databases and the school’s online learning platform, ADLearn from their computers.

Learning Coach

(Available to students in degree (MPsy), transitional equivalency (TQ), and graduate certificate programs)

Each incoming student in a degree, transitional equivalency or graduate certificate program will be offered a Learning Coach to assist him or her in clarifying goals, identifying options for maximizing learning experiences, and balancing academic and personal demands. Three one-on-one sessions with ADLER Trained Coaches will be made available each trimester to students whose Information Resources fees are current. (Note: Coaches are not academic advisors or counselors, nor are they necessarily experts in the field of study chosen by the student. They are trained to refer students to experts as appropriate.)

SECURITY OF ACADEMIC STUDENT RECORDS

Confidential student record data is stored on offsite servers which are protected by a dLink firewall, O/S firewalls and are backed up remotely to a secondary datacenter each night. Data servers are patched on a monthly maintenance cycle and are protected by Sophos anti-virus. Student Records hard document long term storage is managed by Iron Mountain and stored offsite with relevant material transferred weekly to the Iron Mountain storage facility. the School’s Information Technology staff performs a yearly audit as part of the Annual Review to ensure that current and past electronic data are retrievable using currently available hardware and software. In the case of hardware or software upgrades, or
where past media are becoming obsolete, measures will be taken to reformat the data so that it remains accessible to the Registrar and therefore available to the student for 75 years.

INTERNATIONAL STUDENTS
ADLER recognizes the importance of preparing psychologists and human service professionals who have the background and resources for providing services in the diverse communities throughout Ontario, across Canada and Internationally. Therefore, ADLER encourages foreign-trained aspiring professionals to apply to its Programs and is a designated institution for Citizenship and Immigration Canada’s International Student Program. Students whose prior education occurred at an institution that is not approved by an accrediting body in North America may have their credentials examined for equivalency to Canadian Standards by the University of Toronto or another Ontario university educational assessment service. The language of courses at ADLER is English, and applicants whose first language is not English will be asked to submit evidence of proficiency in both the written and spoken language prior to admission. See English Language Proficiency Policy under Admissions Requirements—all programs above.

SCENT-FREE POLICY
The Scent Free Policy was approved by the AGPSI Board of Directors on September 16, 2016.

Intent of the Scent-Free Policy
- To increase awareness of the impact scents can have on an individual’s health and wellbeing;
- To provide policy guidelines on achieving a scent-free environment;
- To reduce the potential hazard(s) posed by scented products; and
- To educate individuals on how they can bring scent-related matters forward.

ADLER is committed to providing a healthy, safe, respectful and inclusive environment for our students, faculty, staff and visitors.

For some people, scented products may negatively impact a person’s overall health and quality of life. Reactions to scented products may impair a person’s ability to function and, in some cases, may be classified as an invisible disability. Sensitivities to scents may be episodic meaning individuals with scent sensitivities may enjoy periods of time where the sensitivity is not problematic, or it may occasionally flare up. In extreme cases, individuals with scent sensitivities experience scent-related ailments on a regular of persistent basis often resulting in significant impairment to a person’s ability to function and may present a serious health hazard. For individuals with pre-existing conditions (e.g. allergies, asthma, migraines) exposure to some scents and odours can cause a range of harmful health effects.
Commonly Used Scented Products
The most commonly used scented products include:

- Personal hygiene products (e.g. shampoos, conditioners, soaps, perfumes, deodorant, body fragrances, hair products and sprays, etc.)
- Household and industrial chemicals and cleaners
- Various other household products

Signs are posted within all ADLER designated areas of the building alerting everyone to our Scent-Free Policy and requesting their participation in providing an accessible space for all.

Scent-Free Guidelines

- ADLER requests that, whenever possible, you refrain from using or wearing scented personal hygiene products when you know you will be visiting or working at the ADLER facilities.
- If you have scented products at your work area or in the classroom, please remove these items and replace with unscented products, if needed.
- All cleaning products used within the ADLER facilities aim to be scent-free alternates as available.
- If you feel that you suffer from environmental allergies specifically to scents, ADLER encourages you to visit your medical doctor for a diagnosis.
- If you are a staff member or student who reacts negatively to scented products and there is a scent at ADLER that is causing you to have a reaction, we encourage you to bring your concerns to Student Services or your faculty member.
- Student Services or your faculty member will provide you with some suggestions on how to discretely address the scent concern in a positive manner with the party or parties concerned. Often, once people are aware that a scented product is causing a negative reaction for another person, they are quite willing to find a remedy to the situation.

Dispute Resolution Process

- If you are approached by a staff member or student who has a negative health reaction triggered by scents, take their concerns seriously.
- Encourage them to address the situation with the person involved providing coaching and guidance on the best way to approach the situation (in a positive fashion, expressing their health concern, etc.)
- Dealing with the situation swiftly will help minimize any negative impacts to their health and wellbeing.
• Refer to the Ethical Conduct & Dispute Resolution section of the Academic Calendar for further information.

NON-DISCRIMINATION POLICY
ADLER is committed to non-discrimination and equal opportunity in employment and education, regardless of race, color, religion, sex, gender, national origin, sexual orientation, disability, or veteran status in every aspect of its services. The educational programs, activities, and services offered to students are administered on a non-discriminatory basis subject to the provisions of all human rights laws and statutes. In these endeavors, ADLER promotes non-discrimination and equal opportunity and makes a major effort to identify and eliminate under-representation of minority members and women in the student body, faculty, and staff. Furthermore, ADLER makes reasonable accommodations on the basis of physical and mental disability (see Appendix A: AODA policy) The above principles apply not only to students but also to faculty and other professionals, staff, and clients or patients in any Program.

PLAGIARISM (SEE ALSO ACADEMIC HONESTY AND INTELLECTUAL PROPERTY)
All students are expected to acknowledge the ideas and written work of others. Unless otherwise specified, assignments are to be completed by the individual student, and submissions for one course may not also be submitted for another course. Each student must submit his or her own work to fulfill course requirements, unless an instructor has allowed a joint submission. Student consultation regarding assignments should be limited to group projects and shared assignments that have been designated as such by the instructor. At all times, students are expected to exhibit honesty and integrity in their academic and clinical or human service activities. Faculty members are expected to examine written work submitted by students to ensure its originality. Students are expected to retain notes and access to materials that will aid instructors in this process.

PREREQUISITES
Students are responsible for ensuring that they meet the prerequisites for each course, as listed in course descriptions in the Academic Calendar or on course outlines posted on ADLearn. Instructors are expected to poll students at the beginning of the first session of each course. If the prerequisite requirements are not met, the instructor has the right to ask the student to leave. A student without a prerequisite may contact the instructor before the beginning of the course to ask in writing to have the prerequisite waived. Whether or not to accept the student into the course is entirely at the discretion of the instructor. If the instructor accepts the request of the student, the instructor must approve the student’s written request and forward it to the Registrar confirming that the student has permission to take the course without meeting the prerequisite.
PRIVACY OF INFORMATION
In compliance with the Personal Information Protection and Electronic Documents Act (Canada), ADLER has developed a Confidentiality Agreement that is designed to protect personal information of students, faculty, and staff. All faculty and staff are required to sign this document. The agreement meets the standards set by federal and provincial legislation following the ten principles of accountability, identifying purposes, consent, limiting collection, limiting use, disclosure and retention, accuracy, safeguards, openness, individual access, and challenging compliance. Any student, staff, or faculty member, or any member of the public, may view this document by request to the Privacy Officer. Contact information for students enrolled at ADLER is treated as confidential and is for use solely by the School and its affiliates for educational or informational purposes. A student’s Social Insurance Number is used only in the preparation of Canada Revenue Agency tax form T2202 for educational expenses. Audio or visual recordings of courses or school-sponsored events by electronic or other means, and any development, use, distribution, publication, or podcasting (including, but not limited to, RSS feeds, social media, and weblogs) of such material may be used by ADLER ONLY to fulfill course requirements or for community-building and promotion. A separate agreement will be required for any other use. Sound or visual recording or use of recordings for any other purposes requires the written consent of students and faculty involved or identified. Professional standards of confidentiality take precedence. ADLER sends electronic communications ONLY to present or former students or clients or to those who have expressly “opted in” to receive such communication. Former students, clients, or others who have “opted in” may reverse that permission at any time.

REGISTRATION AND COURSE ENROLLMENT
Each Program has its own forms and procedures for registration and enrollment in courses. Consult specific Programs for details.

RESEARCH STANDARDS AND PRACTICES
All proposals for research or evaluation involving human participants, including investigations for theses and major papers for courses, must be submitted to the ADLER Research Review Council (RRC) for approval. All proposals submitted for review must adhere to the principles outlined in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, 2nd Edition, issued by the Panel on Research Ethics of the Canadian Government (available at http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-ephtc2/Default/). The Core Principles of the Policy Statement are recited here to provide a referential foundation for ADLER’s own research policies:

Respect for human dignity requires that research involving humans be conducted in a manner that is sensitive to the inherent worth of all human beings and the respect and consideration that they are due. In this Policy, respect for human dignity is expressed through three core principles – Respect for
Persons, Concern for Welfare, and Justice. These core principles transcend disciplinary boundaries and, therefore, are relevant to the full range of research covered by this Policy.

The guidelines in this Policy are based on the following three core principles:

- Respect for Persons
- Concern for Welfare
- Justice

These principles are complementary and interdependent. How they apply, and the weight accorded to each will depend on the nature and context of the research being undertaken.

Respect for Persons recognizes the intrinsic value of human beings and the respect and consideration that they are due. It encompasses the treatment of persons involved in research directly as participants and those who are participants because their data or human biological materials, which for the purposes of this Policy include materials related to human reproduction, are used in research. Respect for Persons incorporates the dual moral obligations to respect autonomy and to protect those with developing, impaired or diminished autonomy.

The welfare of a person is the quality of that person's experience of life in all its aspects. Welfare consists of the impact on individuals of factors such as their physical, mental and spiritual health, as well as their physical, economic and social circumstances. Thus, determinants of welfare can include housing, employment, security, family life, community membership, and social participation, among other aspects of life. Other contributing factors to welfare are privacy and the control of information about the person, and the treatment of human biological materials according to the free, informed, and ongoing consent of the person who was the source of the information or materials. A person's or group's welfare is also affected by the welfare of those who are important to them. Harm includes any negative effects on welfare, broadly construed.

Justice refers to the obligation to treat people fairly and equitably. Fairness entails treating all people with equal respect and concern. Equity requires distributing the benefits and burdens of research participation in such a way that no segment of the population is unduly burdened by the harms of research or denied the benefits of the knowledge generated from it.

All research proposals must use the format as described in the RRC Submission form (available through ADLearn. The research proposal will be evaluated for approval based on an adjudication of: (a) the intention and objectives of the research relative to the proposed research design; (b) the appropriateness of the methodology and methods to accomplish the intention and implement the design; (c) the relative value of the contribution of the proposed research to knowledge in the field (considering the underlying context that provides the impetus for the research; e.g., course, thesis, long-term research program, etc.); (d) adherence to policies with respect to research ethics conducted with
human participants. Research programs that deviate from the original proposal must, in almost all cases, suspend their activities in order to submit either an amendment to modify the terms of the original approval, or a new submission, depending on the extent of the deviation. An exception to the suspension requirement may be made by the RRC in cases where suspension of the research program would be deemed to cause harm to the participant(s), while the resubmission is being prepared and reviewed.

The following types of research require the approval of the ADLER RRC:

- Any research conducted by a student, faculty, or staff member using human participants, whether the research is in the context of a course, thesis requirement, practicum placement, or otherwise
- Any research conducted on behalf of ADLER that uses school resources or claims affiliation with ADLER.
- Any research that deviates from a prior-approved submission
- All research that extends beyond three years from the date of its original approval
- The following type of research DOES NOT require the approval of the ADLER RCC:
- Any in-house research/evaluation being conducted by any department or individual that will be published or disseminated external to the organization: evaluations or interventions conducted strictly with respect to the functioning of ADLER’s internal organization, and evaluations required to comply with governmental or other regulatory body reporting requirements.

The RRC will consist of at least three members including a Chair appointed by the Academic Vice-President, and one or more faculty members from each of ADLER’s graduate Programs. The Academic Vice-President may appoint additional members – including individuals who are not faculty members – to provide necessary expertise to review a particular submission, as long as a majority of the members are drawn from ADLER faculty members. All members will vote on the submission. Researchers shall not participate in decision-making on their own research proposal. As all student research must be conducted under the direction of a faculty member, supervising faculty members may not participate in decision-making on their students’ research proposal.
Submissions will be reviewed upon the earliest possible convening of the RRC. Subsequent to review, the RRC will render one of three possible decisions:

- The submission is accepted as written.
- The submission is accepted with recommendations. Recommendations are offered by the RRC with respect to minor concerns about the proposal. The concerns are considered not to significantly contravene ethical, methodological, procedural or practical standards or expectations for the conduct of the research. The researcher is expected to take note of the concerns, as they indicate potential reasons that the research program may be subsequently halted in progress.
- The submission is not accepted as written. A written explanation regarding the factors that led to the decision not to accept will be returned with the submission. The researcher is at liberty to modify and resubmit the proposal without limitation on the number of subsequent resubmissions.

Additionally, the RRC has the right, responsibility, and obligation to: halt any research program or particular aspect of a research program that is deemed to cause undue stress or distress to the participants; suspend any research that deviates from the approved proposal; and respond to inquiries or complaints from participants or other legitimately concerned individuals regarding the conduct of research.

Decisions of the RRC may be appealed. The first level of appeal regarding decisions of the RRC is to the Academic Vice-President, who will consider the appeal and may refer the proposal and decision to another external reviewer for consideration. The external reviewer will then make a recommendation to the Academic Vice-President, who will render a decision. If, after this review, the principal investigator wishes to further appeal the decision, she or he may utilize the Ethical Conduct and Dispute Resolution procedures outlined in the Academic Calendar.

RESIDENCY REQUIREMENT
Each program has its own requirement for length of consecutive trimesters of attendance. Consult specific program for residency requirements.

RESPONSIBILITY FOR KNOWLEDGE OF POLICIES
Students are responsible for familiarizing themselves with all student and academic policies, including course prerequisites and graduation requirements. By registering for courses or signing a Registration Agreement, newly admitted students affirm that they have been provided access to the current Academic Calendar and that they agree to abide by the policies, procedures, and guidelines contained therein. Upon signing each subsequent Registration Agreement, students are asked to indicate their continuing agreement to abide by current policies and procedures. ADLER reserves the right to change,
without notice, curricula, courses, policies and procedures and to apply changes to all enrolled students. Students will be notified of any changes through ADLearn the school’s e-learning platform, to which all students have access. All students are expected to maintain communication with the School so as to apprise themselves of current policies and regulations.

RESPONSIBILITY FOR COURSE MATERIALS
Announcements, course outlines, readings, and other materials necessary for courses are posted on ADLearn the school’s learning platform. The school provides on-campus access to ADLearn, and students are asked to bring internet-enabled devices to courses as well as being required to have off-campus internet and printer access. Students are responsible for information or assignments posted on ADLearn and are encouraged to check for new postings daily.

STUDENT ASSOCIATIONS
Students in each Faculty participate in self-governance through an ADLER Student Association funded by the Student Activity fees collected each trimester. Each Association decides on its own structure and procedures. Students are encouraged to participate in Student Association activities and to run for positions that may include representation on the School’s Advisory Council or at other School functions. The Psychology Student Association also organizes a Colloquium during each trimester, and social events throughout the school year, as well as planning the convocation event in conjunction with ADLER administration.

STUDENT BEHAVIOUR
Students are expected to maintain a professional attitude at all times, and to cooperate in the maintenance of a professional learning environment.

Students who enroll in ADLER Programs are embarking on a much broader journey than simply acquiring information or gaining skills. As students, they are engaged in becoming human services professionals. As representatives of a particular profession, and of human services professions in general, it is incumbent upon them to take responsibility for maintaining a professional role beyond the subject matter of courses.

Dress code for classes is informal, but that should not be taken as a sign that comportment is unimportant, or that behaviour is not governed by strict ethical and professional standards. For example, eating one’s lunch or dinner in a group where not everyone is eating would be considered rude in a professional setting. Carrying on a conversation when a colleague is presenting would be considered disrespectful among professional colleagues. Leaving trash where others are due to work would not be tolerated on a job. All food and other refuse must be disposed of in the appropriate garbage receptacles.
All students are expected to arrive on time for classes. The instructor will begin lecturing at the designated hour for the class. All students are expected to maintain a professional and respectful demeanor during class time, and during any interaction at the School.

All students are requested to turn off pagers and cell phones during class and are prohibited from using any audio or video recording devices without express permission of those being recorded.

**STUDENT CONDUCT**

ADLER will take disciplinary action as required by a student’s behaviour. Such action may include suspension, probation, or dismissal if problems arise with respect to a student’s academic or clinical activities, ethical standards, attendance, financial delinquency, or any personal conduct significantly detrimental to educational goals. ADLER may also take action if the Academic Standing Committee or a panel including the Dean or Director of the Program in which the student is enrolled, the student’s Academic Advisor/Mentor and one other Program Core Faculty member deems the mental health of the student to be at risk. Behaviour that is deemed detrimental to the learning environment is also subject to disciplinary action. Students are expected to act in a respectful and courteous manner to staff, faculty, fellow students, clients, service consumers, and professional colleagues at all times.

**STUDENT PROTECTION (APPLIES TO ALL DEGREE PROGRAMS)**

Student Protection

Protection of the considerable investment that you, the student, make in postgraduate education is a paramount consideration for the Ontario Minister Advanced Education and Skills Development in deciding whether to grant consent to any institution to offer a degree program. Your rights relating to tuition fee refunds and claims against ADLER’s Trust Fund or Security are set forth in the Post-secondary Education Choice and Excellence Act, 2000 and associated regulations. As a consent-holder, ADLER’s policies conform to all Ministry requirements:

**Tuition fee refunds:** For details of your rights regarding tuition fee refunds, see section on Withdrawals, Dismissals, and Refunds above or in the Academic Calendar.

**Trust Fund:** ADLER may collect no more than one year’s tuition from any student, and in fact normally collects tuition for a maximum of only one trimester (four months). Seventy-five per cent of your tuition payment is deposited into a trust fund held by a major financial institution. ADLER has access to these funds only after earning them; that is, only after you have completed the hours of the course covered by your tuition.

**Security Bond:** In addition to limiting access to tuition you have paid but ADLER has not earned, ADLER has provided a performance bond of $210,000 as security for your tuition fees, also held by a major financial institution and payable to the Crown in right of Ontario as represented by the Minister. This bond is meant to guarantee that you may complete your program of study should ADLER be unable otherwise to provide for completion. Please note that you will be required to present a signed copy of
your Registration Agreement to the Ministry in the event that you wish to make a claim against this security.

**Availability of Transcripts:** As part of its consent requirements, ADLER has assured the Minister that it has mechanisms in place to make transcripts available to you for 75 years following your enrolment in an ADLER degree program. In order to ensure the availability of your records in the event of institutional closure, ADLER has signed an agreement with the Ontario Association of Career Colleges (OACC—155 Lynden Road, Unit 2, P.O. Box 340, Brantford, ON N3T 5N3), an organization that specializes in transcript storage and issuance. The agreement stipulates that all student records will be transferred to OACC if ADLER can no longer make them available to students, and that they will be available for the 75 years required by the Ministry.

**Provision of supplies:** ADLER further complies with the Ministry’s requirement that you be provided with any school-required and –supplied materials, supplies, or textbooks immediately upon receipt of payment for those materials, supplies, or textbooks.
TRANSCRIPTS
A transcript is the official document certified by the Registrar as being an accurate record of a student’s performance and achievements during his or her tenure at ADLER. The transcript includes the following information:

- personal identifying information (the student’s name, contact information, and unique student number)
- basis of admission:
- documentation relating to admission requirements that verify the student’s qualifications to enter the Program;
- full documentation relating to credit transfers, entrance examinations, prior learning assessment used either for admission or advanced placement;
- academic history:
- the subjects/courses the student took at the School, when these were taken, and the final grades for completed courses;
- chronological student records showing dates of enrollments, program commencement, withdrawals, leaves of absence, completion;
- academic actions against the student by the School;
- the degree awarded, and the date conferred;
- any other certificates or other educational achievements earned by the student at the School
- academic awards and honours given to the student by the School
- name and contact of the Registrar

The information is entered into a robust software program that is mirrored and backed up nightly at an offsite location. Electronic records are checked for accuracy on a regular basis, and upgrades are considered and decided on at a yearly evaluation.

Depending on the instructor’s preference, students may submit assignments through ADLearn, the school’s online learning platform, where they may also receive feedback and assessment of assignments, as well as grades on examinations. It is highly recommended that students keep a record of these documents, along with hard copies of any assignments they have handed in and the notes they consulted in completing them. They receive a grade report from the Registrar after the instructor has submitted their final grade. Students may compare their informal understanding of their grades with the official record. Because it is the transcript kept by the Registrar that will be used to verify a student’s record, it is advisable to be aware of its contents and to question entries that do not match the student’s assumptions. Although grades themselves are not typically open to a grievance (see Ethical Conduct and Dispute Resolution), errors or a misapplication of the Assessment Scheme or other policies may be.
Students are provided with one official copy of their transcript upon graduation, and additional copies are charged a transcript fee (see Schedule of Tuition and Fees). As a requirement for consent to offer a degree in Ontario, ADLER has arranged for transcripts to be available to students for 75 years after they graduate. The Ontario Ministry of Training, Colleges, and Universities will assist a graduate in locating the School or any third party that has assumed this duty to make his or her transcript accessible for the required 75 years.

**TRANSFERS AND WAIVERS—SEE CREDIT TRANSFERS AND WAIVERS**

**WITHDRAWAL AND REFUNDS**

**Dropping a Course**

A drop request for a course in which a student has enrolled must be in writing in the form of a Drop Course Refund Requisition. Verbal, telephone, or email requests will not be accepted.

STEP 1: Obtain a Drop Course Refund Requisition from the Registrar’s Office or by download from ADLearn.

STEP 2: Complete the course Refund Requisition by filling in the following information: (It is highly recommended that students consult their Faculty Mentor/Advisor whenever contemplating a course change):

- The student’s name
- The date of withdrawal
- The date of the request for a refund
- The course from which the student is withdrawing
- The reason for withdrawal
- The number of required courseroom hours to date of withdrawal
- The total number of required courseroom hours for the course
- Signature of the student

STEP 3: Obtain the signature or electronic approval of the course instructor.

STEP 4: Present the approved Drop Course Refund Requisition to the Registrar for validation.

(a) If the Registrar’s records do not match the information on the Drop Course Refund Requisition and the student does not agree with corrections suggested by the Registrar, the matter is referred to the student’s Program Dean within three working days for a decision and validation, to be rendered within five working days. Students who do not agree with the decision of the Program Dean have recourse via Ethical Conduct and Dispute Resolution procedures.
Once the requisition is validated, the Registrar within three working days approves and forwards the Drop Course Refund Requisition to the School’s Financial Department, which issues a cheque for any refund due to the student (see Dropping a course—Refund Policy) no more than 30 days following the date the Registrar received a valid Drop course Refund Requisition.

The Registrar enters a grade of W (see Grading—Assessment Scheme) on the student’s transcript and amends the student’s Class List to reflect the withdrawal.

Students who drop courses without following procedures are required to pay the full tuition and are awarded a grade of “N” (No Pass, see Grading—Assessment Scheme) for the course. They will be required to pay full tuition and repeat the course in order to receive credit.

**Dropping a Course: Refund Policy**

Students must submit a validated Drop Course Refund Requisition Form to the Registrar. The Registrar forwards the Drop Course Form to the Financial Department within three working days. The Financial Department issues a cheque to the student within thirty (30) days, according to the following guidelines:

If the Registrar receives a validated Drop Course Refund Requisition.

- 22 or more days preceding course start date, refund is 100%.
- From 21 days preceding course start date up to and including course start date, refund is 100% of course tuition minus an Add/Drop administrative fee per credit. (See Schedule of Tuition and Fees)
- After course start date but before one-half completion of the course (8 through 18 required course hours for a 3-credit course, 6 through 12 required course hours for a 2-credit course), refund is 50% of tuition for the course, minus an Add/Drop administrative fee per credit. (See Schedule of Tuition and Fees)
- After one-half but before three-quarters completion of the course (19 through 27 required course hours for a 3-credit course, 13 through 18 hours for a 2-credit course), refund is 25% of tuition for the course minus an Add/Drop administrative fee per credit. (See Schedule of Tuition and Fees)
- After three-quarters of course completion (28 through 36 required course hours for a 3-credit course, 19 through 24 required course hours for a 2-credit course), no refund is due.

**Dropping the Program**

*(Degree, transitional equivalency or graduate certificate programs only)*

A request to drop a Degree, Transitional Equivalency, or Graduate Certificate program must be in writing. Verbal, telephone, or email requests will not be accepted. It is highly recommended that students take advantage of consultation opportunities with their Faculty Mentor/Advisor or with the
Program Dean or Dean of Students to discuss their options and to determine if additional support will allow them to continue in the program or if taking a leave of absence will serve their needs. A written notice of intent to withdraw including the student’s original signature will suffice if presented up to and including the first day of regular classes. Following the first day of regular classes, dropping the Program requires a Drop Program Refund Requisition following these steps:

Step 1: Obtain a Drop Program Refund Requisition form from the Registrar’s Office or by download from ADLearn. Step 2: Complete the Drop Program Refund Requisition by filling in the following information:

- The student’s name
- The date of withdrawal
- The date of the request for a refund
- The program from which the student is withdrawing
- The reason for withdrawal
- The number of course hours the student was required to attend during the current trimester up to date of withdrawal request
- Total number of course hours for required regular courses on the student’s approved course List for the current trimester.
- Signature of the student

Step 3: Obtain the signature or electronic approval of the Program Dean or Director

Step 4: Present the approved Drop Program Refund Requisition to the Registrar for validation.

(a) If the Registrar’s records do not match the information on the Drop Program Refund Requisition and the student does not agree with corrections suggested by the Registrar, the matter is referred to the student’s Program Dean or Director within three working days for a decision and validation, to be rendered within five working days. Students who do not agree with the decision of the Program Dean or Director have recourse via the Ethical Conduct and Dispute Resolution process.

(b) Once a Drop Program Refund Requisition is validated showing a refund due to the student (see Dropping a Program: Refund Policy), the Registrar within three working days forwards the Drop Program Refund Requisition to the School’s Financial Department, which issues a cheque to the student no more than 30 days following the date the Registrar received the validated Drop Program Refund Requisition.

The Registrar will note “withdrawn from program” and the date in the student’s transcript. Should students wish to enroll in any program that they have dropped, they must submit a new application and fulfill admission requirements as indicated in the Academic Calendar current at that time.
Dropping a Program: Refund Policy
(Degree, transitional equivalency or graduate certificate programs only)

The Admissions fee is non-refundable. Learning Resources and Student Activities Fees are non-refundable after the student has attended the first day of regular courses.

A student who gives written notice to the Registrar within two days of signing the Registration Agreement that he or she rescinds the Registration Agreement is given a full refund of Tuition within 30 days of receipt of such notice. The written notice must contain an original signature of the student. A telephone or email message will not suffice.

A student who gives written notice to the Registrar three days after signing the Registration Agreement but before the first day of courses that he or she does not intend to begin the program is given a refund of Tuition, Learning Resources Fee, and Student Activities Fee minus the Program Withdrawal Fee (see Schedule of Tuition and Fees) within 30 days of receipt of such notice. The written notice must contain an original signature of the student. A telephone or email message will not suffice.

A student who does not attend the first ten consecutive days of the Program is withdrawn from the Program and given a refund of Tuition minus the Program Withdrawal Fee (see Schedule of Tuition and Fees) within 30 days of withdrawal from the Program. After the first day of regular classes, Learning Resources and Student Activities Fees are non-refundable.

Following the first day of regular classes, refunds are given only upon presentation of a validated Drop Program Refund Requisition obtained according to the procedures outlined above under Dropping a Program. After the first day of regular classes, Learning Resources and Student Activities Fees are not refundable. If a valid Drop Program Refund Requisition is received by the Registrar

- After the first day of regular classes but before 25% completion (up to one month) of the required regular classes on the student’s course List for the current trimester, refund is 75% of tuition minus a Program Withdrawal Fee (See Schedule of Tuition and Fees).
- Between 26% and 50% completion (up to two months) of the required regular classes on the student’s approved course List for the current trimester, refund is 50% of tuition minus a Program Withdrawal Fee (See Schedule of Tuition and Fees).
- Between 51% and 75% completion (up to three months) of the required regular classes on the student’s approved course List for the current trimester, refund is 25% of tuition minus a Program Withdrawal Fee (See Schedule of Tuition and Fees).
- After 76% completion (three months) of required regular classes on the student’s approved course List for the current trimester, no refund is due.
**Dismissal from Program**

*(Degree, transitional equivalency, or graduate certificate programs only)*

If an admitted student does not return a completed Registration Agreement and pay Tuition for the pre-session by the registration deadline, she or he will be deemed to have rejected the offer of admission and must re-apply to enter the program. Students will be considered automatically withdrawn from their program if they fail to attend the first ten consecutive days of classes in the first term after signing the Registration Agreement, or if they fail to enroll in courses for two consecutive terms, unless the Program Dean or Director has given written permission for the absence or the student has applied for and received a Leave of Absence (see Continuous Enrollment).

Students may be dismissed from the Program as a result of a decision by the Program Dean, in the case of failure to comply with School policy as outlined in the Academic Calendar and other School documents, after a recommendation of dismissal by an Academic Standing Committee, as a result of actions taken under the Ethical Conduct and Dispute Resolution process, or other disciplinary action. Upon receipt of a properly executed Notice of Dismissal signed by the Program Dean, the Academic Vice-President, or the President and containing the effective date of dismissal, the Registrar will note “administratively dismissed from Program” and the date in the student’s transcript, along with an “X” grade (see Grades—Assessment Scheme) for any courses in progress. Should students wish to enroll in any program from which they have been dismissed, they will be required to submit a new application and fulfill admission requirements as indicated in the Academic Calendar current at that time.

**Dismissal from Program: Refund Policy**

*(Degree, transitional equivalency, or graduate certificate programs only)*

The Admissions fee is non-refundable. Learning Resources and Student Activities Fees are non-refundable after the first day of regular classes.

A student who does not complete the Registration Agreement by the first day of classes (pre-session or regular, whichever is earlier) is deemed to have rejected the offer of admission and must re-apply.

A student who has completed the Registration Agreement but does not attend classes for the first ten consecutive days after the beginning of the first course for which he or she has enrolled is dismissed from the Program and given a refund of Tuition fees minus a Program Withdrawal Fee (see Schedule of Tuition and Fees) within thirty days of the effective date of dismissal.
For a Student who is dismissed:

- Prior to the first day of regular courses for the trimester, refund is 100% of Tuition minus a Program Withdrawal Fee (See Schedule of Tuition and Fees).
- After the first day of regular courses but before 25% completion (up to one month) of the required regular courses on the student’s approved course List for the current trimester, refund is 75% of Tuition minus a Program Withdrawal Fee (See Schedule of Tuition and Fees).
- Between 26% and 50% completion (up to two months) of the required regular courses on the student’s approved course List for the current trimester, refund is 50% of tuition minus a Program Withdrawal Fee (See Schedule of Tuition and Fees).
- Between 51% and 75% completion (up to three months) of the required regular courses on the student’s approved course List for the current trimester, refund is 25% of tuition minus a Program Withdrawal Fee (See Schedule of Tuition and Fees).
- After 76% completion (three months) of required regular courses on the student’s approved course List for the current trimester, no refund is due.

ETHICAL CONDUCT & DISPUTE RESOLUTION

All students and faculty of ADLER degree, transition equivalency, graduate and regular certificate Programs and courses and all ADLER employees are entitled to the rights of citizenship. Those rights are formulated by a set of procedures designed to deal with appeals, complaints, and grievances that cannot be resolved through administrative and academic channels. The natural justice principle of the “presumption of innocence until proven guilty” shall underlie all policies and procedures with respect to appeals, complaints, and grievances. Due processes have been set up as described below.

Ethical Conduct Statement

ADLER upholds the highest standards of business practices, ensuring fair and honest dealings with students, faculty, staff, and the public. The School maintains careful and accurate accounting systems and upholds its contractual and fiduciary obligations among all of its stakeholders. It observes and complies with all requirements of the Ontario Human Rights Code and of other relevant and applicable legislation, statutes, and regulations. The School has instituted and maintains procedures that ensure due process and the exercise of rights accorded to students, staff, and faculty in the event of a dispute.

ADLER expects its officers, employees, staff, and consultants to conduct all their activities in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct. In effecting this expectation, there is a positive obligation on all members to use their good judgment based on a mindful understanding of high ethical principles as providing guidance for acceptable conduct in their dealings. Where it is difficult to determine a proper course of action, all members have a positive obligation to seek guidance from the leader of their respective functional role:
administrative staff from their immediate supervisor, faculty members from their program dean or
director, students from their faculty advisor/mentor or Dean of Students, and senior organizational
leaders from their peers, the President, Board of Directors, or Advisory Council.

**Ethical Conduct**

The reputation and success of an educational institution, including its students, graduates, and faculty,
depend upon the honesty and integrity of all the members of the School community. Therefore, the
responsibility for maintenance of both the appearance and substance of academic honesty and integrity
must be borne by all students, staff, and faculty.

Academic honesty requires the submission of one’s own work for credit or evaluation. It precludes
cheating on an examination of any type; offering, giving, soliciting or accepting information about an
examination, other than that provided, or allowed, by the instructor; and soliciting or hiring another to
provide one’s own work or answers in an assignment or examination. It is assumed that written work
offered by a student for evaluation and credit is the student’s own. Failure to acknowledge
indebtedness to another’s ideas or written work will be considered plagiarism. Students are expected to
avoid collusion by refraining from collaborating with another person or persons in the preparation of
case notes, presentations, reports, journals, or portfolios unless the collaboration has been approved in
advance by the instructor.

The use of false or misleading information or statements to gain admission to ADLER or to seek
employment, practicum assignment, or postsecondary admission elsewhere by a student or former
student at ADLER constitutes credential misrepresentation.

Instances of suspected academic dishonesty, plagiarism, collusion, or misrepresentation of credentials
are reported to the Dean or Director of the Program in which the student is enrolled. The Dean or
Director will follow procedures outlined in the Ethical Conduct and Dispute Resolution Policy below.

All members of the ADLER Community are expected to uphold the highest standards of integrity and
ethics in all that they do. By registering for courses or signing the Registration Agreement at the
beginning of each academic year, students agree to abide by the following Code of Honour, with a
penalty for violation up to and including dismissal from the Program.
Code of Honour

As a student at ADLER School of Professional Studies Inc., I pledge to hold myself to the highest standards of the profession I hope to enter. I will ensure, to the best of my ability, that any work I submit as my own is indeed my own, and I will make every effort to acknowledge the words or ideas of others that I cite in my written or spoken presentations. I will endeavor to encourage the highest principles of ethics and honesty among my colleagues in and outside the School. I will show respect to other students, to faculty members and other professionals, to staff, and to clients. I will behave in a manner that will bring honour to myself, to my colleagues, to my teachers and mentors, to the School, and to my chosen profession.

Academic Freedom

Academic Freedom means the right to teach, impart, pursue, disseminate, conduct and learn knowledge, skills, and research without fear of reprisal or other sanctions by the school and its administrators, by faculty members, by practicum supervisors, by students, or by outside funders in ADLER's academic environment.

Instructors have the right to teach, and students have the right to learn, subject matter without interference, according to accepted standards of professional responsibility and intellectual rigour. Students and faculty have the right to conduct research without interference or suppression, subject to professional responsibility, the standards of research ethics, and the principles of intellectual rigour with respect to methodologies of inquiry.

Academic Freedom includes the right to freely publish and communicate learning, research results, and other forms of scholarship consistent with ADLER's standards of academic honesty and integrity.

Intellectual Property

ADLER makes every effort to adhere to the letter and the spirit of copyright and other laws regarding intellectual property and requires all students, faculty, and staff to do the same. Course handouts and notes distributed by instructors are presumed to be the intellectual property of the instructors, except where otherwise noted. School documents, including the Academic Calendar, course descriptions, course learning objectives, and online or telecourse learning materials are the intellectual property of ADLER Graduate Professional School Inc. Duplication other than for educational purposes is prohibited without consent of the copyright holder. Intellectual products resulting from research or other scholarly activity by ADLER students and faculty remain the property of the respective student or faculty member who has engaged in that activity, except where a prior written agreement indicates otherwise. Any
funds granted by ADLER or by related entities to students or faculty for research or other such activities must be accompanied by a clear statement of ownership of any resulting intellectual property.

**Non-Discrimination Policy**

ADLER is committed to non-discrimination and equal opportunity in employment and education, regardless of race, color, religion, sex, gender, national origin, sexual orientation, disability, or veteran status in every aspect of its services. The educational programs, activities, and services offered to students are administered on a non-discriminatory basis subject to the provisions of all human rights laws and statutes. In these endeavors, ADLER promotes non-discrimination and equal opportunity and makes a major effort to identify and eliminate under-representation of minority members and women in the student body, faculty, and staff. Furthermore, ADLER makes reasonable accommodations on the basis of physical and mental disability (see Students with Special Needs.) The above principles apply not only to students but also to faculty and other professionals, staff, and clients or patients in any Program.

**Plagiarism (see also Academic Honesty and Intellectual Property)**

All students are expected to acknowledge the ideas and written work of others. Unless otherwise specified, assignments are to be completed by the individual student, and submissions for one course may not also be submitted for another course. Each student must submit his or her own work to fulfill course requirements, unless an instructor has allowed a joint submission. Student consultation regarding assignments should be limited to group projects and shared assignments that have been designated as such by the instructor. At all times, students are expected to exhibit honesty and integrity in their academic and clinical or human service activities. Faculty members are expected to examine written work submitted by students to ensure its originality. Students are expected to retain notes and access to materials that will aid instructors in this process.

**Privacy of Information**

In compliance with the Personal Information Protection and Electronic Documents Act (Canada), ADLER has developed a Confidentiality Agreement that is designed to protect personal information of students, faculty, and staff. All faculty and staff are required to sign this document. The agreement meets the standards set by federal and provincial legislation following the ten principles of accountability, identifying purposes, consent, limiting collection, limiting use, disclosure and retention, accuracy, safeguards, openness, individual access, and challenging compliance. Any student, staff, or faculty member, or any member of the public, may view this document by request to the Privacy Officer. Contact information for students enrolled at ADLER is treated as confidential and is for use solely by the School and its affiliates for educational or informational purposes. A student’s Social Insurance Number is used only in the preparation of Canada Revenue Agency tax form T2202 for educational expenses. Audio or visual recordings of courses or school-sponsored events by electronic or other means, and any
development, use, distribution, publication, or podcasting (including, but not limited to, RSS feeds, social media, and weblogs) of such material may be used by ADLER ONLY to fulfill course requirements or for community-building and promotion. A separate agreement will be required for any other use. Sound or visual recording or use of recordings for any other purposes requires the written consent of students and faculty involved or identified. Professional standards of confidentiality take precedence. ADLER sends electronic communications ONLY to present or former students or clients or to those who have expressly “opted in” to receive such communication. Former students, clients, or others who have “opted in” may reverse that permission at any time.

**Implementation and Enforcement of Ethical Conduct**

Every director, employee, faculty member, and contractor or consultant is responsible for observing these policies of business and professional ethics and conduct. Failure to comply with these standards, or knowingly disregarding them, will result in corrective action, including disciplinary proceedings that may result in the termination of employment or contract.

Students and faculty are required to observe the ethical code(s) of the profession that they hope to enter or in which they practice, as outlined in the accompanying Academic Calendar. Students are also bound by Plagiarism and Academic Honesty policies, also outlined in the Academic Calendar.

The Ethical Conduct section of the Academic Calendar implements these policies. Alleged contraventions of School or professional ethics policies will be addressed through Formal Committees of Inquiry, as outlined in the Dispute Resolution section of this document.

**Ethical Considerations with Respect to Prior or Current Relationships**

Dual relationships include relationships between individuals outside of the context of the workplace or academic environment that are closely personal, familial, or consensually romantic or sexual, where there is a relationship of power, influence, or implicit or explicit coercion of one person over the other in the workplace or academic environment. Examples of these power or influence relationships include those between a faculty member and a student, a practicum student and her or his client, or a supervisor and an employee. Such relationships (and, any non-consensual romantic or sexual relationships) are viewed as unacceptable by ADLER and are forbidden by codes of ethics in most professional associations. In some cases, such as for psychologists, Registered Psychotherapists, and other Ontario health professionals, such relationships may be in violation of established law.

Conflicts of interest arise when an individual who is in a position of trust or authority engages in a dual relationship with a subordinate. Pre-existing or prior dual relationships may or may not be appropriate depending on relevant ethical and/or legal standards. Although a romantic or sexual relationship may be or may at one time have been consensual, that fact alone may not prevent it from triggering a subsequent charge of sexual harassment, and in all cases must be considered for a potential conflict of
interest. Courts have stated, “...common sense, reason, and good judgment should alert a professor that consensual sexual relationships between professors and students could be cause for termination.” Faculty must maintain a proper role in relating to students.

The policies of ADLER preclude individuals from evaluating the work or academic performance of others with whom they have a dual or prior relationship that may in fact, or appear to, compromise their objectivity. The policies preclude such individuals from making hiring, salary, or similar financial decisions concerning such persons. The same principles apply to consensual romantic and/or sexual relationships and require, at a minimum, that appropriate arrangements be made for objective decision-making with an immediate supervisor. The supervisor shall have the responsibility for making arrangements to eliminate or mitigate a conflict whose consequences might prove detrimental to ADLER or to either party in the relationship. This principle is at the base of determining whether a dual relationship is inappropriate. Students, faculty, and staff have a positive obligation to reveal and consult with the appropriate dean, director, or administrative supervisor in any case where there is the potential of a conflict of interest with respect to any dual relationship or the way in which they engage with another individual.

Because of the unique relationships that can exist between the students, employees, and other persons associated with the School, faculty, staff, or administrators at the School shall not:

- Exploit, sexually or otherwise, relationships with ADLER students, supervisees, research participants, clients, employees, or other persons over whom they have instructional, supervisory, evaluative, or other authority.
- Engage in a therapeutic relationship or accept monetary or non-monetary remuneration from ADLER students, clients, employees, or other persons associated with the School for psychological services, clinical supervision or other professional services. This provision does not apply in the specific case of a student professionally engaging a mentor-coach or supervisor who is also a faculty member in the context of the requirements of a practicum program.
- Engage in a social, financial, personal or other such non-professional or professional relationship with persons such as ADLER students, clients, supervisees, or employees when such a relationship tends to impair objectivity, create harm, or exploit the other party.
- Knowingly participate in or condone decisions or activities that favour or advance one person’s interest at the expense of others where a conflict of interest may exist.
- Have an amorous relationship (consensual or otherwise) with a student who is enrolled in his/her course, or whose academic or clinical work is being supervised.

Where a conflict of interest is suspected, or may exist, any individual associated with the School is expected to inform the appropriate Dean, Director, or supervisor who will proceed according to the complaints and grievances policies described in the Dispute Resolution section below.
DISPUTE RESOLUTION
All students and faculty of ADLER degree, transitional, graduate or regular certificate programs or courses and all staff are entitled to rights formulated by a set of procedures designed to deal with complaints, grievances, and appeals that cannot be resolved through usual administrative and academic channels. Sections below describe the Initial Process for Resolving Complaints, Grievances, and Student Appeals.

COMPLAINTS OR GRIEVANCES
For students or faculty members, complaints or grievances are addressed to the dean or director of the program in which the student is enrolled or the faculty member teaches. Employee complaints or grievances are addressed to the complainant’s direct supervisor. If the complaint or grievance involves the program dean, director, or supervisor mentioned above, the complainant reports his or her concern directly to the Academic Vice-President for academic matters or to the Administrative Vice-President for other matters, in which case the Vice-President in question may designate an appropriate party to hear the complaint or grievance.

Each complaint or grievance is submitted in writing including:

a) rationale for the complaint or grievance;
b) evidence that there has been an attempt to work the grievance or complaint through with the parties involved; and
c) a clear statement of the hoped-for outcome.

The Dean, Director, Supervisor, Vice-President or designee examines the request and engages the relevant parties in conversations to ensure that informal measures have been taken to work through the complainant’s grievance. If no resolution is forthcoming and it is determined that the complaint or grievance has merit, he or she forwards the complaint to the appropriate Vice-President, along with a request to convene a Committee of Inquiry (see Committees of Inquiry Procedures) to deal with the complaint or grievance.

The Dean, Director, Supervisor, Vice-President, or designee is required to make and issue in writing a determination according to the policies in the above paragraph no later than 15 business days from the date of receipt of the written complaint or grievance.

*Note: The following instances are typically not included in a grievance procedure:

- Dissatisfaction with a School Policy or Procedure or its general application on the grounds that it is generally unfair or inappropriate. In the case of such dissatisfaction, students, faculty, employees, and other stakeholders are represented on various governance committees through which their input into School Policy and Procedures is welcome.
• Purely personal conflicts with ADLER faculty or other employees.
• Complaints regarding program requirements or grades except where they have been applied or determined contrary to stated policy.

All students are invited to speak informally with their program dean or director to discuss any dissatisfaction and to see if a resolution can be achieved.

**STUDENT APPEALS**

In the case of students who wish to appeal a decision of their program dean or director regarding a matter that has been considered by their program Academic Standing Committee or by the Research Review Council, the appeal must be presented in writing to the Academic Vice-President and should include: (a) rationale for the appeal including reasons for dissatisfaction with any decisions; (b) evidence that there has been an attempt to work the decision through with the parties involved; and (c) a clear statement of the hoped-for outcome.

The Academic Vice-President considers the appeal, including conducting informal interviews with any of the parties, in an attempt to arrive at a mutually satisfactory resolution. If the Academic Vice-President determines there is merit to the appeal and that no resolution is forthcoming, he or she appoints a Committee of Inquiry in accord with the procedures below.

**COMMITTEES OF INQUIRY PROCEDURES**

**Informal Inquiry**

When there is an allegation of a contravention of the ethical conduct policy, an initial, informal inquiry is conducted. Students are referred to their program dean or director in the case of any alleged violation of Academic Honesty, Honour Code, or Behaviour policies, or of Clinical Ethics codes. Faculty or staff members are referred to their dean, director, or supervisor for violation of ethical business practices or professional ethical codes. If the question or alleged violation concerns the dean, director, or a managerial or supervisory staff position, or if the inquiry originates from outside ADLER, the question, allegation, or inquiry may be addressed to the President or Board of Directors.

Inquiries are investigated informally using the resources of the school, with the results reported to the inquiring party within 90 days of the original inquiry. If there is no clear resolution, the Academic Vice-President (for academic-related inquiries), Administrative Vice-President (for non-academic inquiries) or President (for inquiries involving senior personnel or external complaints or grievances) appoints a Committee of Inquiry according to the procedures outlined below, but without a presumption of violation or wrongdoing.

For informal inquiries regarding ethical standards, the dean, director, supervisor, appropriate Vice-President, President, or the designee to whom the matter has been referred gathers information and
recommends a course of action including, but not limited to: (a) dismissing the allegation as having no basis in fact; (b) taking informal corrective and remediation measures; (c) referring the matter to the Vice-President or President, as appropriate, requesting that a Committee of Inquiry be convened according to the procedures outlined below. The Vice-President or President in receipt of the recommendation will take it under consideration, render a decision, and communicate the decision in writing to the parties involved within the 90-day limit.

Every reasonable measure will be taken to ensure that any allegations are examined in a fair and reasonable manner, following principles of natural justice. If anyone who reports or is accused of an ethical violation feels that these principles have not been followed, they are free to exercise their rights to lodge a complaint or grievance according to the Complaints or Grievances process outlined above. In particular, they may request that any particular individual(s) previously involved in a prior dispute resolution process be recused from participation in any ensuing complaints or grievance process.

**Formal Inquiry**

Upon determining that initial resolution of a complaint, grievance, or appeal is not forthcoming, or upon receiving a request from a dean, director, supervisor, or President’s designee, the President or Academic or Administrative Vice-President will convene a Committee of Inquiry. The individual against whom the complaint, grievance, or other allegation has been leveled will be informed in writing that a Committee of Inquiry has been convened, with the allegations clearly stated, that notice being issued within seven days of the Committee being formed. The President or Academic or Administrative Vice-President will appoint three persons to sit on the Committee. Membership on any particular instantiation of such a committee depends on the status of the parties involved, as follows:

- When an alleged incident involves at least one student, the Committee of Inquiry consists of one student, one faculty member, and one administrator.
- In circumstances other than those listed above, the Committee of Inquiry consists of three members appropriate to the parties involved.
- In all cases, the composition of the Committee will have at least one functional-line role-peer of the person against whom the complaint has been levied, and at least one individual from a different functional reporting line (distinguished among Governance, Finance, Administration, and Academic).

The Committee hears the grievance or complaint put forth by the complainant as well as a response from the respondent and witnesses identified by each party. The Committee will examine all evidence it deems necessary. The rights of all parties will be observed, and privacy and confidentiality will be protected to the fullest extent possible. The Committee may conduct as much of its business as is
practical through written correspondence, and through meetings and direct interviews with relevant individuals.

The Committee, following appropriate investigation, gives careful consideration to the grievance, complaint, or charge. If necessary, the Committee may hold a hearing to determine the facts of the case and to seek a settlement of the grievance satisfactory to the parties. The complaining party, the respondent, and other individuals with relevant information all have the right to present information for the Committee’s consideration. At any hearing called by the Committee, no party may be represented by an attorney, nor shall any taping or stenographic record be made. No person is allowed to record any portion of the hearing. The Committee shall have the right to seek legal counsel for advice, as do the complainant and respondent.

In the absence of extenuating circumstances, the Committee of Inquiry shall meet within 15 working days of its appointment. If, in the opinion of the Committee, a resolution or settlement agreeable to both complainant and respondent is either impossible or inappropriate, the Committee, at the conclusion of its process, issues its recommendations to the parties and both its report and recommendations to the Vice-President or President responsible for the appointment of the Committee.

As a final internal review, the Vice-President or President will consult with two representatives of the Advisory Council who are not involved in the dispute in any way. The President then issues a final decision about whether to accept the recommendation of the Committee of Inquiry. This process is to be completed expeditiously and in no case will take more than 60 days from the date of the appointment of the Committee of Inquiry.

RESOLUTION OF COMMITTEE OF INQUIRY PROCESS
At the conclusion of its process, the Committee of Inquiry recommends a resolution including, but not limited to:

- a finding that no subsequent action is warranted;
- a course of action to resolve the complaint agreed by mutual consent of the parties involved;
- recommendation to the Vice-President or President of reprimand or other disciplinary measures, which may include some form of remediation appropriate to the infraction, termination of employment, dismissal from the school, or other appropriate action.

After review by the representatives of the Advisory Council, the action of the President in response to a recommendation by a Committee of Inquiry is final. However, the complainant may also present his or her grievance to the Human Rights Commission of Canada, or exercise his or her rights under Canadian law.
Permanent files of the Committee are maintained indefinitely by the President and made available only to those specifically authorized by her or him.

**COMPLAINANT PROTECTION AND RESPONSIBILITY**

No reprisal of any kind shall be taken by any administrator, faculty member, representative, or employee of the school against any person bringing an allegation, information, complaint, grievance, or appeal under the procedures above.

A complainant found to have been intentionally dishonest in making allegations, or to have made them maliciously, is subject to disciplinary measures including, but not limited to, reprimand, suspension, remediation, termination, or dismissal from the school.
FACULTY OF PSYCHOLOGY

Faculty of Psychology Program offerings:
- Master of Psychology Degree (MPsy)
- Transitional Equivalency (TQ) Program
- Graduate Certificate in Psychological Assessment

ADLER inherits a long tradition of graduate level education in psychology for mental health providers within Ontario. In 1978, The Chicago-based Adler school, now Adler University, began offering satellite courses in Ontario leading to a Master of Arts degree in Counselling Psychology. Hundreds of graduates from that program attest to the value of graduate education that stresses the application of theory and research and that is offered on a schedule designed for the working professional. In 2006, following changes in provincial legislation, the Chicago Adler school recommended the formation of an independent Canadian institution that could continue the tradition of a graduate professional school that adheres to basic values of community and social justice promoted by Viennese psychiatrist Alfred Adler (1870-1937). The current Toronto-based ADLER is that school, inheriting much of the administration, staff, and faculty from the previous Chicago-run program. ADLER has been offering a Master in Psychology (MPsy) degree under consent from the Ontario Ministry of Training, Colleges, and Universities, since 2011.

ADLER’s Faculty of Psychology exists to accommodate both midcareer professionals and recent graduates who wish to advance their skills, knowledge, and attitudes, in order to make a significant contribution in the field of psychology. Our degree and certificate programs emphasize a greater focus on practice than those found in university research-and-theory-driven programs. At the same time, our programs demand academic rigour, intense reflective practice, and the capacity to transform research into practice and practice into research. Programs are offered at the graduate and post-graduate level or in preparation for graduate work, meaning that studies undertaken by students in ADLER’s Faculty of Psychology programs are current and informed by developments at the forefront of relevant professional disciplines. Graduate-level students in professional education environments are expected to show originality in the application of knowledge and an understanding of how the boundaries of knowledge are advanced through research. As practitioners, they deal with complex issues both systematically and creatively and show originality in tackling and solving problems (See Ontario Qualifications Framework at http://www.tcu.gov.on.ca/pepg/programs/oqf/).

As mid-career professionals, some students entering our programs will be out-of-practice with basic student skills such as researching and interpreting scholarly literature, structuring and writing a research paper at a graduate level, effectively accessing online research databases, and maintaining an appropriately healthy balance among their various life obligations (including their studies). For every
potential student who applies to any ADLER degree or graduate certificate program, we offer a nine-hour, no-cost, mandatory, non-credit, pre-admission course GP-100 Thriving in Graduate School. This course is designed to help students complete their application for admission and instruct them in skills important for a successful outcome in graduate school. Post-admission, each MPsy student is also assigned a Learning Coach.

FACULTY
It is the policy of ADLER that instructors hold an academic degree that is one level higher than that of the program in which they teach, with exceptions only in the case of extraordinary qualifications or specific expertise needed, such exceptions never to exceed 20% of faculty members in any degree program.

All (100%) of Core Psychology Faculty are members of the College of Psychologists of Ontario or are eligible for registration. A minimum of 80% of Core Faculty hold terminal degrees in psychology. Core Faculty may use the title “Professor of Psychology” and may add a specialization such as “Adlerian Studies” or “Psychoanalysis.”

Seventy per cent (70%) of Adjunct Faculty are members of the College of Psychologists of Ontario or are eligible for registration. Up to 30% of Adjunct Faculty and all Visiting Faculty members may include scholars or practitioners from fields related to psychology who have particular expertise of value to students in their preparation for professional practice. Only Registered Psychologists or Psychological Associates with clinical experience may provide supervision or teach the Controlled Act of Diagnosis.

Most faculty members work in the greater Toronto area, and some have cross appointments with other graduate schools and universities. Visiting faculty members are drawn from other areas of North America and the world.

All faculty members are hired on the basis of their expertise, not only as scholars and academics, but also because of their applied clinical or counselling experience. Teaching skills are also required of ADLER faculty members, and instructors are encouraged to improve their classroom skills through workshops and conferences. Training is available to assist faculty members in utilizing the school’s online learning platform, ADLearn to manage information and activities to support classroom learning. The Dean of the Faculty of Psychology is responsible for recruiting qualified faculty members, as well as providing program administration and liaising with other programs and school administration.

As part of the hiring criteria, faculty must be willing to take an active role in helping students network to find practicum placements and employment. Several ADLER faculty members are also clinical directors of practicum sites.
MASTER OF PSYCHOLOGY (MPsy) DEGREE

The MPsy degree program is offered under the written consent of the Minister of Training, Colleges and Universities for the period from 8 August 2017 to 8 August 2022.

The ADLER Master of Psychology (MPsy) degree is offered over two years full-time or maximum of 5 years part time, with most students combining full and part time and completing the program in under 3 years. Classes are conveniently offered on weeknights and weekends to accommodate working professionals.

The ADLER MPsy degree is intended to train providers of psychological services. The 75-credit curriculum is designed to meet the educational criteria set forth by the College of Psychologists of Ontario for a masters degree leading to the designation “Psychological Associate” in the practice areas of Clinical or Counselling Psychology.

*Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g. acceptable to potential employers, professional licensing bodies or other educational institutions.)*

Whether or not to grant the designation “Psychological Associate” and membership in the College of Psychologists is entirely at the discretion of the College. Questions regarding qualifications should be directed to College personnel before making a decision to enroll in any program of study.

The Master of Psychology is a professional degree with an emphasis on clinical skills and knowledge. As with any practitioner-oriented degree, potential students who wish to pursue doctoral studies such as a PhD in psychology should ensure that the MPsy meets entrance requirements for that program before enrolling in ADLER.

Potential students from outside Ontario may recognize that the standards set by the Ontario College of Psychologists are rigorous and match or exceed requirements in many other jurisdictions. However, it is the responsibility of any potential student who wishes to practice outside Ontario to inform herself/himself of the requirements for professional practice in the intended jurisdiction, and to ensure that the ADLER Master of Psychology degree matches those requirements before making a decision to enroll in the program.
The primary aim of ADLER’s Master of Psychology (MPsy) Degree Program is to provide individuals with the knowledge, skills, and attitudes that will enable them to deliver competent, up-to-date, and ethical psychological services to the public. The curriculum is designed as an integrated, organized sequence of study and training that meets academic and other educational requirements for registration as a Psychological Associate with the College of Psychologists of Ontario.

The curriculum also includes electives to provide a foundation for additional competencies such as specific applications of psychotherapy or assessment, according to the interests of students, the mental health needs of the public, and the development of the profession of psychology. Graduates will be encouraged to pursue post-master’s training and supervision to enhance skills. They may seek employment in psychological settings such as psychology departments in school boards and hospitals, psycho-vocational settings, and group practice or private practice once they become registered with the College of Psychologists of Ontario or with certifying bodies in other jurisdictions. The MPsy degree is also designed to provide a foundation for clinical doctoral studies.

Members of the psychology faculty are dedicated to providing a solid preparation in clinical and counselling practice. What sets the ADLER degree and training program apart from other graduate psychology programs is a focus on the development of knowledge through practice, a focus that is designed to complement academic psychology. The curriculum is taught by actual practitioners who train students to bring a variety of assessment, diagnostic, and therapeutic resources to bear on the real-life mental health needs of individuals, groups, and families.
MPSY ADMISSIONS

Individuals who have completed an honours undergraduate degree in psychology or the equivalent from an accredited university and who have maintained a ‘B’ average overall in their undergraduate studies are eligible to apply for full admission. Applicants who have at least one full undergraduate introductory psychology courses (6 credits) with a ‘B’ average but who lack remaining honours psychology prerequisites may apply for provisional acceptance to complete up to 42 credits (7 full university courses) in the Transitional Equivalency (TQ) program. TQ involves a “gap analysis” that compares an individual’s prior psychology background with current undergraduate requirements of the Ontario College of Psychologists. For more information, see Honours Psychology Transitional Equivalency below.

Applications from candidates whose formal education varies from the criteria above but who believe their academic background is equivalent may also be reviewed for eligibility by the College of Psychologists, but such candidates should have their degrees assessed for equivalence to Ontario standards through the University of Toronto or other Ontario university educational assessment services before submitting their credentials to the College.

All applications and the results of the Admissions Interview and GP-100 Thriving in Graduate School will be reviewed by the Psychology Admissions Committee. Final admission decisions are made by the Committee, which reviews and decides upon the academic and personal eligibility of each candidate. No single factor will determine admission; rather, the Committee will make a judgment as to the overall likelihood of successful completion of a rigorous graduate program and personal suitability for a professional position of public trust. ADLER reserves the right to deny admission to any applicant.

Full Admission

A four-year honours degree in Psychology from an accredited University program or the equivalent is necessary for full admission. While relevant experience will be taken into account as indicating interest in and knowledge of the field of psychology, only formal educational experiences will be considered as fulfilling this requirement. Degrees that were awarded 20 years or more previous to the application may not be deemed as an appropriate prerequisite, in which case the Admissions Committee may require more recent indication of preparation to enter a graduate-level program. Ultimately, the College of Psychologists will determine whether a student’s coursework meets requirements for eventual registration.

Provisional Admission

Provisional Admission is awarded to applicants whose interests and academic or other background indicate they may be successful in pursuing a master’s degree in psychology, but who have not completed a four-year honours degree in psychology (8 undergraduate university level psychology courses equalling 576 hours), or whose undergraduate grades are below 3.0 on a 4-point scale.
Provisional students will be required to successfully complete Transitional Equivalency (TQ) courses as determined by the Admissions Committee in order to be granted full admission to the MPsy program. Minimal criteria for provisional admission include the following:

A baccalaureate from an accredited University program or equivalent including at least one full course (72 hours or 6 TQ credits) in introductory psychology is required for provisional admission. Students who fulfill this criterion but lack the remaining 7 undergraduate courses (42 TQ credits) may be admitted provisionally and required to complete requirements equivalent to an Honours degree, as determined by the Admissions Committee (see full description below). Applicable coursework from a related field will be reviewed by the Psychology Admissions Committee to determine likelihood of success in a graduate program. However, only courses from an accredited program that is identified as primarily psychological will be counted towards transitional equivalency or be eligible for transfer of credit.

**MPSY APPLICATION PROCESS**

**Transcripts**

Forward transcripts from all postsecondary schools directly to ADLER Admissions.

Full Admission requires a four-year honours baccalaureate degree in psychology (or equivalent) from an accredited degree granting institution, with a cumulative grade point average of ‘B’ or 3.0 or higher on a 4.0 scale (approximately 75%) for all undergraduate course work. The honours psychology degree or equivalent coursework must meet the College of Psychologists of Ontario’s requirements for undergraduate preparation for graduate training in professional psychology (8 full university undergraduate courses in psychology totalling 576 hours).

Provisional Admission may be granted to students with an earned baccalaureate degree (three or four year) or the equivalent from an accredited university with a cumulative grade point average of ‘B’ or 3.0 or higher on a 4.0 scale (approximately 75%) for all undergraduate course work. Provisional Admission may also be considered under exceptional circumstances (undergraduate attendance more than 10 years previous or mitigating factors). The applicant must also have the equivalent of at least one full course in introductory psychology (72 hours) with a grade of ‘B’ or 3.0 or higher on a 4.0 scale (approximately 75%). Candidates may complete undergraduate courses through attending an accredited undergraduate university or college. In addition, many universities offer fully accredited on-line psychology courses, for example:

- Athabasca University – 1-800-788-9041 or www.athabascau.ca
- The University of Waterloo’s- “Directory of Distance Education Courses.” Call 519-888-4050, or fax 519-746-6393 to obtain a copy.
**Admission Form & Letter of Intent**

Complete the Admissions Form and Letter of Intention and send it directly to Admissions. Admissions Form and instructions are available on the ADLER website: www.adler.ca. Guidance in completing your Letter of Intention is part of Course GP-100 Thriving in Graduate School.

**Grad School Preparation Course**

Register for GP-100: Thriving in Graduate School. This nine-hour course is available at no charge to any applicant to any program at ADLER. It is mandatory for MPsy and Graduate Certificate applicants. The course is offered on three weeknights once each trimester (every four months). This graduate school preparation course introduces students to skills that support their success in a graduate-level program. It also provides assistance with writing a Letter of Intention which forms part of the Admissions dossier. For students who live outside the GTA area and are unable to attend GP-100 before admission, this course may be deferred until the first trimester at ADLER. For more information or to register, please contact studentservices@adler.ca.

**Letters of Reference**

Provide two letters of reference, at least one from an individual familiar with the applicant’s academic work.

**Admission Fee**

Pay admissions fee (see Schedule of Tuition and Fees).

**Optional:** Results of a Graduate Records Examination (GRE) in Psychology may be submitted, at the applicant’s discretion. Information may be obtained from:

- www.gre.org/
- Telephone: +1 609 771 7670
- Box 6000, Princeton, NJ 085441-6000

**Admissions Interview**

A personal interview in Toronto or by electronic communication with members of the Psychology Admissions Committee is required for applicants. Once the above materials have been received and you have registered for, completed, or deferred GP-100, the Admissions Committee will determine whether to grant an interview. The interview will involve a conversation with Admissions Committee members regarding your professional interests, any personal experiences relevant to a career in professional psychology, and your plans for completing a degree and providing psychological services. You will be notified of the results of your interview after a final review with the admissions committee.
ACCEPTANCE OF OFFER OF ADMISSION
A letter notifying you of the results of your application process will be sent within 30 days of your admissions interview, along with a Registration Agreement form. You are asked to sign and return the Registration Agreement form indicating that you accept the offer of admission. If we do not receive your written Registration Agreement by the first day of your pre-session course, we will assume that you have refused the offer. If you wish to enter the program, you will have to re-apply according to policies in place when you re-apply. You may defer admission for up to one year without having to re-apply if you make the request in writing when you return your Registration Agreement form.

TRANSFERRING FROM ANOTHER MASTER’S PROGRAM
Students who have completed a portion of another psychology program may apply to have credits transferred only after they have been admitted and enrolled (see Academic Policies: Credit Transfers and Waivers).

Transfer of credit reduces the number of remaining credits required for completion of the MPsy degree and is granted only when the previous credit is from an accredited degree-granting institution for substantially the same subject matter offered at the same degree level as the course which it replaces. No more than 25 credits may be transferred to the M.Psy. program. In no case shall the transferred credits reduce the Residency Requirement for MPsy students.

After consultation with a Faculty Mentor/Advisor, students direct written requests for transfer of credit or waivers to the Academic Standing Committee for the Faculty of Psychology. Include a letter indicating the course or courses for which you are requesting transfers or waivers, along with a detailed copy of the course syllabus on which the request is based. The Committee retains final authority for granting credit transfer or waivers.

MPSY RESIDENCY REQUIREMENT
Students in the Master of Psychology program are required to be resident for one full-time year of study (three consecutive trimesters) or two part-time years of study (six consecutive trimesters). Leaves of absence (see Continuous Enrollment) do not count toward residency. Residency consists of in-person participation in courses or seminars with face-to-face contact with faculty and other students.

MPSY DEGREE REQUIREMENTS
The Master of Psychology curriculum is designed to provide clinical and counselling students with knowledge, skills, and attitudes to prepare them to offer psychological services in a variety of diagnostic, therapeutic, and assessment settings. The elective options further allow students to have flexibility in selecting their theoretical orientation, preferred treatment models, and areas of concentration.
MPSY COURSES

Base Sequence - Year One for full-time students (38 credits)

Trimester I  6 courses / 11 MPsy required credits (+3 TQ credits)
Trimester II  6 courses / 14 MPsy required credits
Trimester III  6 courses / 13 MPsy required credits
Plus: Colloquia, portfolio seminar courses, and practicum readiness interview

Applied Sequence - Year Two for full-time students (12 courses - 28 credits)

Trimester IV  4 courses / 10 MPsy required credits
Trimester V  4 courses / 9 MPsy required credits
Trimester VI  4 courses / 9 MPsy required credits
Plus: Colloquia, and three capstones: exam, practicum, and MRP or thesis

Electives - 9 credits in total *(taken after the Base Sequence unless prior approval is given)*

MPsy total = 75 credits

* Note: One ADLER credit is 12 hours.

Six ADLER credits equal one full Ontario university course of 72 hours.

The full ADLER MPsy program is equivalent to 12 ½ university courses.

PRE-ADMISSION

Transitional Equivalency

Incoming students who have not completed an honours degree in psychology or equivalent (48 credits, 576 hours, or 8 full-year university courses in psychology including at least one full 6-credit course in each of biological, social, and cognitive/affective bases of behaviour and psychology of individual differences) are required to make up relevant courses. See Transitional Equivalency (TQ) requirements.

GP-100 THRIVING IN GRADUATE SCHOOL (0 Credits)

This 9-hour course is available at no charge to any student who has applied to ADLER. It is offered at least once per trimester throughout the school year.
GP-500 COLLOQUIA (0 CREDITS)
An all-day (6-hour) event, held once per trimester, required for all ADLER degree and graduate certificate students and faculty in all programs. Open to the public. Colloquia are intended to promote development of a professional community.

MAP OF THE MPSY
MASTER OF PSYCHOLOGY PATHWAY TO GRADUATION
ACADEMIC POLICIES – PSYCHOLOGY

Agreement to Register

Every MPsy student must complete a Registration Agreement at the beginning of each year (12 months) of his or her enrollment in courses. This consists of four steps:

1. Provide contact information. Accurate and up-to-date contact information is crucial so that we may notify you of important information. Privacy notice: Your contact information will be used only for course and school communication. ADLER personnel do not reveal the status of students, or even whether they are students, to anyone other than their emergency contact, without written permission. Social insurance numbers are collected only for the purpose of issuing income tax receipts and are kept in secure electronic storage and locked files.

2. Confirm program and status. You will be asked if you were offered full admission, provisional admission with Transitional Equivalency requirements, or provisional admission with other requirements. You will also be asked how many credits you intend to complete during your first three trimesters.

3. Read and accept Academic Policies. You will be responsible for knowing and following all School policies, especially those regarding Academic Honesty and Ethical Conduct.

4. Return the completed, initialled, and signed Agreement to Register. For entering students, you may return the Registration Agreement and pay tuition for the first pre-session course as late as one business day before the classes begin. However, in order to avoid delays or a full cohort, you are urged to return the completed Registration Agreement and pay pre-session tuition as soon as possible. You will be admitted to the pre-session course on a first-come first-served basis only if your Registration Agreement and tuition payment are in order. For returning students, tuition is due no later than the first day of your first course, but you are urged to register and pay tuition within 30 days of the commencement of courses in order to confirm a seat, especially for limited-enrollment courses. (See course Admissions in the general Academic Policies section above).
Registration Process

Enrollment in courses for the Master of Psychology degree consists of the following steps:

Course Offerings

Course offerings are available on ADLearn on the Student Resources Page.

Register Online

Each student must register for their courses during the registration period on LMS Checkout (www.adlerpsychology.ca) using their unique login information.

Courses are offered on weekends, or weeknights, depending on the program. There are three four-month trimesters in the school year: Fall (September – December), Winter (January – April), and Spring (May - August). With a few exceptions (such as Practicum and Thesis), courses must be completed within the trimester in which they are offered.

Once registered, you name will appear on the class list indicating to the instructor that you are enrolled in the course.

Cancellation

Because some courses at ADLER have a limited enrollment, students are urged to sign up well in advance in order to ensure a seat. ADLER reserves the right to cancel courses as early as 29 days in advance of the first class due to: low enrollment, instructor availability, or other extenuating circumstances. We strongly encourage students to sign up for courses a minimum of 30 days before the first class to avoid course cancellations.

Late Fees

A Late Fee (See Schedule of Tuition and Fees) will be charged as an administrative cost for any enrollment less than one business day before the first class of the course in question.

Prerequisites

Students are responsible for ensuring that they meet the prerequisites for each course. Instructors will poll students at the beginning of each course to ensure that each student meets the prerequisite requirements. If not, the instructor has the right to ask the student to leave. A student may approach the instructor before the first class of the course to ask in writing to have the prerequisite waived.

Whether or not to accept the student into the course is entirely at the discretion of the instructor. If the instructor accepts the request of the student, the instructor must approve the student’s written request and forward it to the Program Dean or Director confirming that the student has permission to take the course without meeting the prerequisite.
Students are not to contact instructors regarding availability of space in a course. The Registrar or registrar’s delegate(s) are the only persons who may register students for courses. If a course is full, students will be placed on a waiting list and contacted if and when space becomes available.

**Tuition Payment**

Pay tuition online or in person to the Bursar or Student Services. For new students, tuition for the first pre-session course is due no later than one business day preceding the first day of classes. For returning students, tuition is due no later than the first day of your first course in each trimester, but you are urged to enrol and pay tuition within 30 days of the commencement of courses to confirm a seat, especially for limited-enrollment courses. If you have any questions about tuition payment or financial assistance, please discuss these with the Director of Admissions as soon as possible. A payment plan may be available. Once you have paid tuition (including Student Activity, Learning Resources, and any administrative or other fees) or arranged for a payment plan, you will be issued a receipt to allow you to enrol in courses. (See Course Admissions policy in the general Academic Policies section.)

**CONTINUOUS ENROLLMENT**

Students must pay the current Continuous Enrollment fee for any trimester in which they have been granted a Leave of Absence and are taking no courses (see Leave of Absence—Continuous Enrollment in Academic Policies and in Schedule of Tuition and Fees).
STANDARDS FOR SUCCESSFUL COMPLETION

The determination of a student’s performance is not limited to course room assignments, but includes all factors in the student’s academic and clinical progress and professional development toward becoming a “reflective scholar-practitioner”. Evaluation of student performance is indicated by letter grades A+ (exceptional), A (superior), A- (excellent), B+ (exceeds expectations), B (meets expectations), B- (adequate), C+ or C or C- (below expectations), F (failure). A student who fails to maintain at least a B average or who has received two grades of C+, C, or C-, one F, or three N grades will be referred to the Academic Standing Committee. The Committee will conduct a review and may recommend to the Program Dean a remedial plan, dismissal from the Program, or other action, as appropriate to the circumstances (see Academic Standing Committee).

To be recommended by the Faculty for the conferral of the Master of Psychology degree, a student must have met all of the following criteria:

- Satisfactory completion of 75 credit hours, including all required courses.
- A cumulative grade point average of “B” or 3.0 or higher and no more than two grades of “C+” or lower.
- Minimum level of “pass” for
  - MPsy Capstone 1: IP-699 Master Comprehensive Examination
  - MPsy Capstone 2: NT-699 Practicum Completion
  - MPsy Capstone 3: RC-699 Major Research Project or Thesis
- Full payment of all outstanding tuition and fees.

LENGTH OF PROGRAM

MPsy Candidates have a maximum of five years to complete all requirements for graduation. Candidates who exceed this time limit must re-apply according to the procedures outlined in the Academic Calendar current at the time of their re-application and, if accepted, fulfill requirements as listed in that Calendar.

If a student believes that extenuating circumstances justify an extension beyond the five years for completion, they may apply to the Dean of Psychology for consideration of this request by the Academic Standing Committee.
TRANSITIONAL EQUIVALENCY (TQ) PROGRAM

HONOURS UNDERGRADUATE DEGREE EQUIVALENT

(1 university undergrad course = 72 hrs = 6 TQ credits)

MPsy applicants who intend to pursue registration with the College of Psychologists must have an undergraduate honours degree in psychology or equivalent. For those who do not have this prerequisite, ADLER offers a Transitional Equivalency (TQ) program designed to provide the equivalent of an undergraduate honours degree of 8 full university courses in psychology (576 hours or 48 TQ credits).

To qualify for ADLER’s TQ program, applicants must have completed at least one full-year undergraduate introductory psychology course totalling 72 hours (equivalent to 6 TQ credits), in addition to a minimum three-year baccalaureate degree.

Successful TQ applicants are granted provisional admission to the MPsy degree program and must complete the remaining TQ credits (up to 42 TQ credits) before receiving full admission into the MPsy degree program. Students who require the full 42 TQ credits, including: biological, cognitive-affective, and social bases of behaviour, and psychology of individual differences, may complete these requirements in a full year of study, including summer. In cases where only a few TQ courses are required, the Admissions Committee may allow a student to enroll in selected MPsy courses concurrently with remaining TQ courses. However, for students admitted to the MPsy provisionally, successful completion of courses missing from their undergraduate transcript are required for full admission to the MPsy program.

TQ ADMISSIONS

Students who wish to complete all or any of the Transitional Equivalency courses must meet the minimum standards for provisional admission to the Master of Psychology degree:

- a baccalaureate from an accredited University program including, or in addition to, at least one full course (72 hours or 6 TQ credits) in Introductory Psychology.
- an overall grade point average of B or 3.0 on a 4-point scale.*

*Students whose undergraduate grade point average is less than 3.0, especially if their education occurred 10 years or more in the past, but who have additional experience that indicates likelihood to succeed in a rigorous graduate level program, may be admitted provisionally with conditions for full admission determined by the admission committee.

Applicable coursework from a related field or insufficient coursework will be reviewed by the Admissions Committee to determine likelihood of success in a rigorous program of graduate study. However, only courses from an accredited program that is identified as primarily psychological will be
counted towards honours equivalency or be eligible for transfer of credit. Ultimately, the College of Psychologists will determine whether a student’s coursework meets requirements for registration.

Students may complete the Transitional Equivalency Diploma and continue their graduate studies at another institution. It is the responsibility of these students to ensure that their credits from ADLER will be accepted as prerequisites for psychological study in the receiving graduate program.

**TQ REQUIREMENTS**

Students who enter with more than 1 full undergraduate course (72 hours or 6 TQ credits), but fewer than 8 full undergraduate courses, will select those courses from the Transitional Equivalency program that conform to undergraduate requirements as outlined by the College of Psychologists of Ontario. These include preparation in the psychological “pillars” of Biological, Cognitive-Affective, and Social Bases of Behaviour and Psychology of Individual differences, plus statistics and research methods, as demonstrated by an Honours Major Research Project.

The Admissions Committee makes every effort to keep current with College of Psychologists’ (CPO) undergraduate requirements, but every TQ student is urged to check with the College (www.cpo.on.ca) to ensure that the selection of undergraduate-equivalency courses will be accepted upon application for registration with the CPO as a Psychological Associate.

TQ courses are 6 credits each (except for TQ-422, school-wide courses GP-100 and GP-500, and any electives the student chooses) and include 7 courses for a total of 42 credits. Each 6-credit course is made up of 36 fifty-minute classroom hours and 36 lab hours, with the exception of electives and the Honours Research Project that is conducted independently under the supervision of the TQ Program Director or other qualified member of the Psychology Faculty. Students meet for 3-hour lectures on two weeknights per week for six weeks for each course. Taking all seven courses requires 12 consecutive months of full-time study or 24 consecutive months of part-time study.

**COLLOQUIA**

Once each month during every trimester in which students are registered or paying continuous enrollment fees, they are expected to attend school-wide course IP-500 where faculty members, students, and invited guests present information of interest to professional psychologists and human services practitioners in general. Colloquium hours may be counted as part of lab hours in TQ courses.

**HONOURS RESEARCH PROJECT**

Working independently under the supervision of the TQ Program Director or another qualified member of the Psychology Faculty, students choose and carry out research on a topic relevant to their interests in psychology. The Honours Research Project may be comprised of a literature review, research project,
or other submission that illustrates the student’s capacity to critically evaluate research and related theoretical concepts.

**TQ COURSES**

*Prerequisite: (1 undergraduate course in introductory psychology, equivalent to 6 TQ credits)

All courses are 6 credits except for electives chosen by the student from other eligible psychology programs and the 3-credit TQ-422.

GP-100 Thriving in Graduate School (0 credits, 9 hours; prerequisite: submission of degree application)

TQ-421 Personality Theory & Research (6 credits, 72 hours; prerequisite: introductory psychology)

TQ-422 Brain & Behaviour (3 credits, 36 hours; prerequisite: introductory psychology)

TQ-423 Developmental Psychology (6 credits, 72 hours; prerequisite: introductory psychology)

TQ-425 Cognition & Learning (6 credits, 72 hours; prerequisite: introductory psychology)

TQ-426 Social Psychology (6 credits, 72 hours; prerequisite: introductory psychology)

TQ-470 Honours Research Project (6 credits, hours & assignments TBA with supervising instructor; prerequisite: completion of or current enrolment in any remaining required Transitional Equivalency courses)

TQ-480 Independent Study/Library Research Tutorial (1-3 credits, contact hours for:

- 1 credit: a minimum of 32 library or other assignment hours and 4 hours’ consultation with tutorial instructor;
- 2 credits: a minimum of 66 library or other assignment hours and 6 hours’ consultation with tutorial instructor;
- 3 credits: a minimum of 100 library or other assignment hours and 8 hours’ consultation with tutorial instructor;

Prerequisite(s): as determined by tutorial instructor.

TQ-490 Applied Psychological Science (6 credits, 72 hours; prerequisite: introductory psychology)
STANDARDS FOR SUCCESSFUL COMPLETION OF THE TRANSITIONAL EQUIVALENCY PROGRAM

To be recommended by the Psychology Faculty for full admission to the MPsy program, a student must have met all of the following criteria:

- Satisfactory completion of 42 TQ credit hours, or equivalent, as determined by the Academic Standing Committee, including all required courses.
- A cumulative grade point average of “B” or 3.0 or higher and no more than two grades of “C+” or lower.
- Successful completion of an Honours Research Project or equivalent with a grade of Pass (P).
- Full payment of all outstanding tuition and fees.

GRADUATE CERTIFICATE IN PSYCHOLOGICAL ASSESSMENT
(Faculty of Psychology)

The goal of this certificate program is to train individuals with a suitable background in the art and science of psychological assessment. It is intended to provide students with knowledge and skills to work as psychometrist, in a variety of situations such as schools, clinics, hospital and private practice setting.

Students who are enrolled in ADLER’s MPsy degree and who have been advanced to the Applied Sequence may specialize in Psychological Assessment by taking 9 credits of electives (AS-685, AS-686, AS-687, AS-688, AS-689), one NT-651, NT-652, or NT-653 Practicum in an assessment setting, and a concurrent IP-661, IP-662 or IP-663 Practicum Seminar with an instructor qualified to supervise assessment.

ADMISSIONS FOR EXTERNAL APPLICANTS

For external applicants who have earned at least a master’s degree in psychology, medicine, nursing, occupational therapy, or social work, and who have completed courses AS-531, AS-532, AS-533 or equivalent, this 16-credit Graduate Certificate Program is scheduled to be taken part-time over three Trimesters (four-month terms, 12 consecutive months) plus a pre-session 5-day intensive course. Each credit hour is equivalent to 12 contact hours. GP-100 Thriving in Graduate School is part of the application process.

COLLOQUIA

Once each trimester in which Graduate Certificate students are registered, they are expected to attend school-wide Course IP-500 Colloquia where faculty members, students, and invited guests present
information of interest to professional psychologists, psychotherapists, and human services practitioners in general.

**STANDARDS FOR SUCCESSFUL COMPLETION OF A GRADUATE CERTIFICATE IN PSYCHOLOGICAL ASSESSMENT**

To be recommended by the Faculty of Psychology for the conferral of the Graduate Certificate, a student must have met all of the following criteria:

- Satisfactory completion of 20 course credit hours, including all required courses.
- Satisfactory completion of 3 practicum credit hours in an assessment setting
- Two credit hours of practicum seminar with a passing grade indicating minimum “competent” level in Assessment and Professional Expectations and Ethics (appropriate to student’s professional designation).
- A cumulative grade point average of “B” or 3.0 or higher and no more than two grades of “C+” or lower.
- Full payment of all outstanding tuition and fees.

**Required Courses**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GP-500</td>
<td>Colloquia</td>
<td>0</td>
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<tr>
<td>IP-510</td>
<td>Motivation and Values</td>
<td>2</td>
</tr>
<tr>
<td>AS-531</td>
<td>Fundamentals of Psychometric Assessment</td>
<td>3</td>
</tr>
<tr>
<td>AS-532</td>
<td>Assessment of Intellect and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>AS-533</td>
<td>Assessment of Personality &amp; Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>AS-685</td>
<td>Neurodevelopment and the Learning Process</td>
<td>2</td>
</tr>
<tr>
<td>AS-686</td>
<td>Assessment of Academic Achievement</td>
<td>2</td>
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<tr>
<td>AS-687</td>
<td>Psychopathology in the School Setting</td>
<td>2</td>
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<tr>
<td>AS-688</td>
<td>Evaluation of Social, Emotional and Behavioural Factors</td>
<td>2</td>
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<tr>
<td>AS-689</td>
<td>School Law</td>
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STANDARDS FOR SUCCESSFUL COMPLETION OF A GRADUATE CERTIFICATE IN MULTI-MODALITY PSYCHOTHERAPY TECHNIQUES
(For Master of Psychology students only)

To be recommended by the Faculty of Psychology for the conferral of the Graduate Certificate, a student must have met all of the following criteria:

Students must take at least two of the following courses:

- CBT-100 Fundamentals of Cognitive Behavioural Therapy (3 credits, 36 hours)
- DBT-100 Dialectical Behaviour Therapy (3 credits, 36 hours)
- AI-681: Introduction to Adlerian Theory and Practice (1 credit, 12 hours; prerequisite: IP-510, NT-511, NT-522, NT-513, IP-524 or equivalents)
- AT-681 Foundations of Trauma Psychotherapy I (1 credit, 12 hours; prerequisites: IP-510, NT-511, NT-522, NT-513, IP-524 or equivalents)

Students may use a combination of credits to make up the balance of 9 credits to complete this certificate.
FACULTY OF PROFESSIONAL COACHING

What is Coaching?

Coaching is fundamentally about facilitating positive change that will lead to a desired result—facilitating movement from a current state to a more desirable state, in either a personal or professional setting.

ADLER COACHING PROGRAMS

ADLER offers three types of coaching programs:

- ADLER Certified Professional Coach (ACPC) Certificate Program, ICF Accredited
  The ICF accredited Coaching Certificate Program prepares individuals to pursue a career as a professional coach or utilize a ‘coach approach’ in their current profession.

- Coaching Workshops
  Coaching Workshops enhance a professional’s capacity for leadership within a given profession.

- Corporate Coaching Consulting Packages

We offer training to employees in ‘coach approach’ techniques and provide individual coaching sessions to the executives and key leadership team members. ADLER corporate coaching packages are customized to provide organizations with professional development for their staff and to create positive cultural change within the workplace. ADLER Corporate Clients include major corporations and institutions such as: CBC, Canadian Tire, Queen’s University, and Scotiabank.

HISTORY

ADLER’s flagship Professional Coaching certificate program was launched in 1998 and has expanded internationally to include offices in the United States, United Kingdom, Turkey, and Scandinavia. We continue to explore new opportunities for Professional Coaching Programs around the globe including France, China, Malaysia, and Azerbaijan.

ADLER has been integral in forging the field of professional coaching within Canada. Melinda Sinclair, first Director of the ADLER Coaching Program, designed the Workplace Coaching Certificate Program in 1998 and attracted several pioneer Canadian coaches to teach at the ADLER school: Dorothy Greenaway, Darlene Chrissley, Jeanie Nishimura, Francoise Morisette and Adria Trowhill. Under Melinda Sinclair’s leadership, the ADLER coaching curriculum was re-designed to match the International Coach Federation (ICF) requirements. ADLER’s coaching certificate program was the first in Canada to be designated as an Accredited Coach Training Program by the International Coach Federation (ICF) in 2002, a designation that was renewed in 2006, 2009, 2012 and 2014.
Adria Trowhill, a founding coaching faculty member at ADLER, was the first President of the local Toronto ICF chapter (ICF-GTA) which initiated the first Prism Award for organizations that made outstanding use of coaching. ICF International took up the Prism Award Idea and began an International Prism Award. In 2010 the ICF International Prism Award went to TINE, the giant milk cooperative in Norway that utilized ADLER coaching training to enhance the success of its business.

The Association of Coach Training organizations (ACTO) is composed of several hundred schools that teach coaching around the world. ADLER USA coaching faculty member, Laura Atwood, served as President of ACTO during a crucial period of this organization's history.

The Graduate School Alliance for Education in Coaching (GSAEC) was formed in 2006 to promote academic excellence in teaching coaching. ADLER was a Founding Member of GSAEC and ADLER President, Linda Page was elected President of GSAEC in 2015.

**ADLER CERTIFIED PROFESSIONAL COACH (ACPC) CERTIFICATE PROGRAM**

*Program Overview*

The ADLER Certified Professional Coach (ACPC) Program is the program of choice for individuals, coaches, HR professionals, OD consultants, trainers and leaders in organizations that take their coaching roles seriously. It is ideal for the committed learner interested any of the following benefits:

- Attaining an internationally recognized accreditation
- Learning the very latest coaching concepts, principles and tools
- Mastering a higher level of coaching resourcefulness and people/team development skills

The ADLER Certificate Professional Coach (ACPC) Program has a broad focus incorporating a wide variety of practical coaching techniques from different coaching schools and theory drawn from Adlerian philosophy, positive psychology, appreciative management, contemporary organizational development, and transformative adult education. The full program is based on a graduate-level curriculum and is designated as an Accredited Coach Training Program by the International Coach Federation (ICF).

At ADLER, we stress experiential, hands-on, applied learning. We believe you must use the skills to own them. From day one of the Foundations course, and throughout the certificate program, you will coach under the supervision of faculty, so that you will personify the coaching paradigm, and DO as well as KNOW coaching, leading to the capacity to be a coach.

From the outset of the program, participants are expected to coach and be coached, bringing their own real-life issues to the learning process. In addition to learning how to coach, participants engage in a parallel personal learning journey. ADLER’s coursework is mainly face-to-face, with tele-classes, online workshops and distance learning as supplements. We feel that nothing can replace personal contact as
an aid to learning. Our Practicum is offered both in person and via a distance learning format to accommodate different needs.

Our faculty of top professional coaches has drawn on their experiences with coaching and coach training to develop a sound foundation for this fast-growing profession, as well as to provide up-to-date hands-on techniques. Because of this, we have taken our place as a leader in the field of coach training.

The focus of the ADLER coaching program is on the application of coaching in the domain of work, specifically within an organizational context:

• Work is a significant part of virtually all clients' lives. Alfred Adler identified work as one of the main “life tasks” that challenge all human beings.
• For many participants, the organizational context is where they will do most of their coaching.

Effective coaching in this context requires specialized know-how, tools, and processes, in addition to high levels of generic coaching competence.

PROGRAM REQUIREMENTS
Courses, Practicum & Evaluation
ADLER’s Certified Professional Coaching Certificate Program (ACPC) is offered in Toronto part-time and typically requires 18 months to complete. The ADLER coaching program consists of three main elements: course work, practicum and certification evaluation.

The course work is completed over three five-day sessions offered in weekday or weekend sessions, designed to:

• Educate - The mindset of coaching.
• Train - Core coaching competencies.
• Equip - Tools and techniques
• Orient - Commitment to ongoing personal and professional development
Course Competencies

(3 five-day courses, 92 hours)

COA-301 Foundations of Professional Coaching          (5 days – 32 hours)
COA-302 Coaching Conversation in the Context Of Work (5 days – 30 hours)
COA-303 Moving Toward Artful Coaching                (5 days – 30 hours)

The course work combines face-to-face classroom training with tele-classes, practice labs, and a series
of assignments for structured, out-of-classroom independent learning. The tele-classes and assignments
are linked to the content of the classroom training and form an integral part of participants’ learning in
the program.

*Courses COA-301, COA-302, & COA-303 are offered either as intensives over five consecutive
weekdays, Monday through Friday, 9 a.m. to 5:30 p.m., once or twice during each trimester (Fall,
Winter, Summer) or over two weekends, two weeks apart.

*Course COA-301 includes 2 hours of tele-classes

*Other offerings are available in the USA, Turkey, UK, and Jordan.

Practicum

COA-304 Coaching Practicum (48 Hours) (face-to-face or virtual)

The Practicum is designed to provide an opportunity for participants to apply their learning to the real
world and to foster the continued development of their unique individual profile as a coach. Participants
receive customized feedback and mentoring on their progress, further develop their capacity for being a
reflective practitioner of coaching, participate in collaborative learning opportunities, and continue the
personal growth and development that forms the foundation for being an effective coach.

Practicum Labs for Course COA-304 Coaching Practicum are offered in two formats: in-person and
virtual (via tele-classes). Scheduling takes the needs of faculty and participants into account. The
Practicum consists of 48 hours of direct client interaction hours plus an additional 10 hours of tele-
classes.

Certification Examination

COA-305 Certification Examination

The final evaluation is the culmination of an extensive and ongoing process of feedback and assessment
built into the program. The emphasis on feedback and assessment during the program reflects the
strong developmental orientation of the program. The final evaluation serves to ensure that the
participant has reached a level of competence that satisfies the criteria of the ADLER Faculty of Professional Coaching and the ICF in particular and the coaching profession in general.

**Summary of Core Competencies:**

**Required Courses:**

- COA-301 Foundations of Professional Coaching (5 Days – 32 hours)
- COA-302 The Coaching Conversation in the Context of Work (5 Days – 30 hours)
- COA-303 Moving Toward Artful Coaching (5 Days – 30 hours)
- COA-304 Coaching Practicum (48 hours)
- COA-305 Certification Examination

**Total Coaching Hours:**

- Coursework (301,302,303): 92 hours
- Practicum (face-to-face or virtual) (304): 48 hours
- Additional Tele-classes: 10 hours
- Total Direct Interaction Hours: 150 hours

For current information and schedules of ADLER’s Professional Coaching courses, visit www.adler.ca.

**Coaching Workshops**

ADLER offers Coaching Intensive Workshops to enhance professionals’ capacity for leadership within their given profession.

- COA-100 COACHING IMPACT (2 days)
- COA-103 Coaching Strategies, Competencies and Tools for Leaders (2 days)
- Coaching/Changing with the Brain in Mind (2 days)

**Corporate Coaching Packages**

ADLER’s customized corporate Coaching Packages provide training in ‘coach approach’ techniques for employees and provides individual coaching to the organization’s leadership team. ADLER’s corporate coaching packages are customized to provide professional development and create positive cultural change within the workplace. ADLER Corporate Clients include major corporations and institutions such as: CBC, Canadian Tire, Queen’s University and Scotiabank, amongst others. For more information please visit our website at www.adler.ca
SERVING THE COMMUNITY THROUGH COACHING

Life Plan - Coaching for At-Risk Youth
Life Plan is a collaboration between ADLER and the PACT Urban Peace Program (Participation, Acknowledgement, Commitment and Transformation) to support youth involved with the justice system.

Through Life Plan, youth age 14 – 18 who are deemed higher risk repeat offenders receive life coaching from ADLER coaching graduates and advanced coaching students.

Youth Scholarships
As well, ADLER provides scholarships to youth involved in the PACT Urban Peace Program who show a desire and aptitude to become certified coaches and, in turn, give back to their community through coaching.

Brands for Canada
ADLER provides scholarships to candidates involved in Brands for Canada programs who show a desire and aptitude to become certified coaches and, in turn, give back to their community through coaching.
FACULTY OF PSYCHOTHERAPY

The Faculty of Psychotherapy is no longer accepting new students to its Graduate Diploma in Competency Based Psychotherapy.

The Faculty of Psychotherapy offers Certificates in:

- Adlerian Integrative Psychotherapy
- ADLER Trauma Psychotherapy

WHAT IS PSYCHOTHERAPY?

"The practice of psychotherapy is the assessment and treatment of cognitive, emotional or behavioural disturbances by psychotherapeutic means, delivered through a therapeutic relationship." Ontario Psychotherapy Act, 2007

2015 saw tremendous change in the practice of psychotherapy in Ontario with the proclamation of the Psychotherapy Act, 2007. The new College of Registered Psychotherapists of Ontario (CRPO) has developed regulations and procedures for registering anyone who proposes to practice psychotherapy in the province. Provisions for existing practitioners have been made via a “grandparenting” system to assess and certify their education and experience and ensure they meet qualification standards.

ADLER Faculty of Psychotherapy offers a coherent program intended to provide education and training in the skills, knowledge, and judgment leading to entry-to-practice proficiency in psychotherapy. We are in the process of applying for recognition of our program by the CRPO, so that new students may more easily qualify for registration with CRPO through the regular route. We have modified our certificate opportunities to meet the new College’s requirements. Processes and procedures with the CRPO continue to evolve. For the most up-to-date information, anyone with an interest in psychotherapy in Ontario is urged to consult the College website at www.crpo.ca.

GRADUATE CERTIFICATES IN PSYCHOTHERAPY

Modality-Specific Psychotherapy Programs:
- Adlerian Integrative Psychotherapy Graduate Certificate
- ADLER Trauma Psychotherapy Graduate Certificate

ADMISSIONS REQUIREMENTS

Required

Applicants to ADLER Psychotherapy Certificate Programs must have an earned baccalaureate in any field with recommended work, volunteer, or personal experience in a psychotherapy or counselling setting.

- Baccalaureate (B.A. or B.Sc.) from an accredited degree-granting institution*
• Undergraduate grade point average of ‘B’ or 3.0 or higher on a 4.0 scale (approximately 75%) **

* While relevant experience may be taken into account as indicating interest in and knowledge of the field of psychotherapy, only formal educational experiences will be considered as fulfilling this prerequisite. Students whose undergraduate education occurred at an institution that is not approved by an accrediting body in North America may have their credentials examined for equivalency by the University of Toronto or another Ontario university educational assessment service.

** Students whose undergraduate grade point average is less than 3.0 but who have additional experience that indicates likelihood to succeed in a rigorous graduate-level program may be admitted provisionally with conditions for full admission determined by the Admissions Committee.

All applicants are encouraged to provide relevant information in their application, such as previous psychotherapy experience, related work, volunteer experience, or additional training experience indicating interest in and suitability for a career in psychotherapy. No specific work or volunteer experience is required; however, applicants are encouraged to experience their own personal psychotherapy in order to make best use of psychotherapy training.

**Admissions Process**

The Faculty of Psychotherapy Admissions Committee reviews all applications and the results of an Admissions Interview. The Committee determines the academic and personal eligibility of each applicant based on the submitted forms and the personal interview to make a final admissions decision. No single factor will determine admission, but rather judgment by the Committee as to the overall likelihood of successful completion of a rigorous graduate level professional program and personal suitability for a professional position of public trust. ADLER reserves the right to deny admission to any applicant.

**Transcripts**

Arrange for Transcripts from all postsecondary schools to be sent directly to ADLER Admissions showing an earned baccalaureate degree or the equivalent from an accredited degree-granting institution with a cumulative grade point average of ‘B’ or 3.0 or higher on a 4.0 scale (approximately 75%) for all undergraduate course work.

**Admissions Form & Letter of Intention**

Complete the ADLER Admissions Form (apply as a Certificate Student) and send the completed form, along with a Letter of Intention, to ADLER Admissions. The Admissions Form and instructions are available on the ADLER website: www.adler.ca. Guidance in completing a Letter of Intention is provided in the GP-100: Thriving in Graduate School course (register by contacting studentservices@adler.ca).
Admissions Fee
Payment of admissions fee ($85)

- By cheque payable to ADLER School
- By credit card by calling ADLER Student Services (416) 923 4419

Admissions Interview
A personal interview in Toronto or by electronic communication with members of the Psychotherapy Admissions Committee is required for applicants. Once the above materials have been received the Admissions Committee will determine whether to arrange an interview. The interview will cover your professional interests, any personal experiences relevant to a career in psychotherapy, and your plans for completing a degree and providing psychotherapy services. You will be notified of the results of your interview within 30 days.

Requirements for College of Registered Psychotherapists
The College of Registered Psychotherapist of Ontario (CRPO) registration requires education and training in competencies required of any psychotherapist and, to a certain extent, of any regulated health professional in Ontario. Extensive training and education in a specific modality, at least one of the many recognized in Ontario, is also a key requirement, along with development of what CRPO has labeled “safe and effective use of self (SEUS).” Depending on the modality, SEUS development may be accomplished by the student therapist’s own psychotherapy, by a self-reflective process in supervision, and by other means such as required course NT-513: Safe and Effective Use of Self. For full registration requirements, consult the College website www.crpo.ca.

ALLIANCE OF PSYCHOTHERAPY TRAINING INSTITUTES (APTI)
ADLER Faculty of Psychotherapy collaborates with other members of the Alliance of Psychotherapy Training Institutions (APTI), whose 25 organizations include most recognized psychotherapy modalities, to provide students with both general background and a choice of modality-specific training. Students may come to the ADLER Psychotherapy program already committed to a specific psychotherapy modality, including Adlerian Psychotherapy, ADLER Trauma Psychotherapy, Cognitive-Behavioral Therapy, or one of the modalities offered by other APTI institutions (see www.apti.ca for a list and contact information).
REQUIRED COURSES FOR MODALITY-SPECIFIC GRADUATE CERTIFICATES

Courses required in addition to each modality-specific curriculum:

**Psychodynamic Therapy – An Adlerian Framework Graduate Certificate**

- AI-681: Introduction to Adlerian Theory and Practice (1 credit, 12 hours; prerequisite: IP-510, NT-511, NT-522, NT-513, IP-524 or equivalents)
- AI-682 Personal Growth and Development (1 credit, 12 hours; prerequisite: AI-681, AI-682, AI-683)
- AI-683 Lifestyle Assessment I (1 credit, 12 hours; prerequisite: AI-681)
- AI-684 Lifestyle Assessment II (1 credit, 12 hours; prerequisite: AI-681, AI-683)
- AI-685 Adlerian Perspectives on Gender (1 credit, 12 hours; prerequisite: AI-681)
- AI-686 Adlerian Parenting (1 credit, 12 hours; prerequisite: AI-681)
- AI-687 Adlerian Psychotherapy: Working with Individuals (1 credit, 12 hours; prerequisite: AI-681, AI-683, AI-684)
- AI-688 Adlerian Psychotherapy: Working with Couples (1 credit, prerequisite: AI-681, AI-683, AI-684)
- AI-689 Adlerian Psychotherapy: Working with Families (1 credit; pre-requisite: AI-681, AI-683, AI-684)

**Adler Trauma Psychotherapy Graduate Certificate**

- IP-510 Motivation & Values (2 Credits, 24 hours, prerequisites: none)
- IP-524 Social Dimensions (1 Credit, 12 hours, prerequisites: none)
- NT-513 Safe and Effective Use of Self (2 Credits, 24 hours, prerequisites: none)
- AT-681 Foundations of Trauma Psychotherapy I (1 credit, 12 hours; prerequisites: IP-510, NT-511, NT-522, NT-513, IP-524 or equivalents)
- AT-685 Foundations of Trauma Psychotherapy II (1 credit, 12 hours; prerequisite: AT-681)
- AT-682 Intergenerational Trauma (1 credit, 12 hours; prerequisite: AT-685)
- AT-683 Trauma Psychotherapy in Couples and Relationships (1 credit, 12 hours; prerequisites: AT-681)
- AT-686 Treatment Modalities in Trauma Psychotherapy (1 credit, 12 hours; prerequisites: AT-681)
- AT-684 Building Skills in Couple and Relationally Focused Therapy (1 credit, 12 hours; prerequisite: AT-683)
FACULTY OF CONTINUING EDUCATION

Faculty of Continuing Education Program Offerings:

Cognitive Behavioural Therapy (CBT) - Professional Development Certificate
Mental Health & Addictions - Professional Development Certificate
Dialectical Behaviour Therapy (DBT) – Professional Development Certificate

PROFESSIONAL DEVELOPMENT CERTIFICATE PROGRAMS

ADLER Faculty of Continuing Education offers professional development certificate programs that incorporate a case-based learning approach, encompassing theoretical discussions supported by real-life cases, scenarios, and role-playing. This approach allows participants experience with actual day-to-day challenges. Programs are designed to be interactive, offering participants an opportunity to engage in active discussions with their peers and the instructor. The instruction goes beyond the application of cases, tying theoretical models to everyday practice. All programs are developed and delivered by ADLER’s faculty of leading professionals and academics.

ADLER’s Faculty of Continuing Education offers two certificate programs: Cognitive Behavioural Therapy (CB), and Mental Health and Addictions (MH). Upon successful completion, students are able to utilize their certificate to further their professional development and career-enhancing options within their field of mental health or human systems and services.

ADLER Faculty of Continuing Education issues a Certificate of Professional Development upon successful completion of a Certificate Program and its requisite number of instructional hours. To obtain a Certificate of Professional Development in any given program, participants must have completed the requirements of the Certificate within a two-year time period.

COGNITIVE BEHAVIOURAL THERAPY (CBT) - PROFESSIONAL DEVELOPMENT CERTIFICATES

CBT – 100  Fundamentals of Cognitive Behavioural Therapy (CBT)
CBT – 200  Adaptive CBT Techniques for Diagnostic Populations
CBT – 300  Advanced CBT Skills and Specialized Settings

ADLER’s Cognitive Behavioural Therapy professional development certificate programs offer a unique learning experience that emphasizes comprehensive understanding of the theoretical models of CBT, applied to specific clinical and demographic populations, with a solid grounding in real hands-on experience for each course. Each course is taught by clinical and academic experts in their fields to ensure that challenging questions and issues pertaining to each course can be competently addressed. The broad spectrum of our CBT certificate programs prepare clinicians to begin the process of implementing and practicing cognitive behavioural therapy, currently the number one evidence-based
intervention applied to the largest number of settings that provide mental health services to children and adults who suffer from diagnosed disorders.

**CB-100 Certificate in Fundamentals of Cognitive Behavioural Therapy (36 Hours)**

Requirements for admission: To be eligible you must be a mental health professional with foundational knowledge of clinical and counselling methods, including social workers, medical professionals, psychologists, psychotherapists, occupational therapists or other individuals who have an educational background in CBT.

Program Requirements:

Students must attend all six days (36 hours) of the program to earn the certificate and complete a learning assessment online after the end of the program.

- Module 1: Introduction to Cognitive Behavioural Therapy (CBT)
- Module 2: Introduction to CBT for Depression
- Module 3: Introduction to CBT for Anxiety

**CBT-200 Certificate in Adapted CBT Techniques for Diagnostic Populations (36 Hours)**

Requirements for admission: Completion of the Certificate in Fundamentals of Cognitive Behavioural Therapy

Program Requirements:

Students must attend all eight days (48 hours) of the program to earn the certificate and complete a learning assessment online after the end of the program.

- Module 1: CBT for Generalized Anxiety Disorder and Obsessive-Compulsive Disorder
- Module 2: CBT for Bipolar Disorder and Psychosis
- Module 3: CBT for Anger
- Module 4: CBT for Substance Use Disorders

**CBT-300 Certificate in Advanced CBT Skills and Specialty Settings (36 Hours)**

Requirements for admission: Completion of the Certificate in Adapted CBT Techniques for Diagnostic Populations

Program Requirements:

Students must attend all eight days (48 hours) of the course to earn the certificate and complete a learning assessment online after the end of the program.
Module 1: Intermediate Beliefs and Core Belief Work
Module 2: Adapting CBT for Groups
Module 3: CBT for Single Episode Trauma
Module 4: CBT with Children and Adolescents

Mental Health and Addictions – Professional Development Certificates

MHA – 100 Fundamentals of Mental Health and Addiction
MHA – 200 Essential skills for Mental Health and Addictions Practice
MHA – 300 Integrated Skills in Mental Health & Addictions Practice

The purpose of the Mental Health and Addictions professional development certificate program is to provide beginning and more experienced practitioners with a range of integrated learning opportunities that is reflective of the current state of knowledge and practice in the field.

MH-100: Certificate in Fundamentals of Mental Health and Addictions

This program has been designed to provide the student with a critical overview of mental health, mental illness and addiction in contemporary society. Within a broad socio-historical context that includes; epidemiological, cultural and demographic factors; the program will focus on the conceptual and practical issues involved in understanding, preventing and treating mental health and addiction problems, keying primarily on issues of concern to the practitioner, including prevention, identification and treatment approaches, from an integrative bio-psycho-social perspective. Topics will include psycho-social and bio-medical modalities of care and treatment and their evidence base.

MH-101: Introduction to Mental Health
MH-102: Introduction to Addictions
MH-103: Relapse and Recovery

MHA-200: Certificate in Essential Skills for Mental Health and Addictions Practice

This program of learning will allow participants to deepen their knowledge in three essential areas related to the treatment of mental health and addiction problems: pharmacotherapy, brief interventions, and motivational interviewing.

Module 1: Pharmacotherapy

The Pharmacotherapy module will examine the major groupings of psychoactive drugs; stimulants, hallucinogens, psychotherapeutic agents and depressants including opioids. Participants will gain insights into what occurs at the brain level to a person taking different psychoactive drugs - from cocaine and crystal meth to cannabis and ecstasy to alcohol, methadone and others - and the resulting psychological and social consequences. Biological concepts will be presented from a counsellor's
perspective to allow participants a better holistic understanding of the interactions of drugs upon behaviour. At the conclusion of the workshop participants will no longer be intimidated by concepts such as pharmacokinetics and pharmacodynamics, but instead will appreciate the role of neurotransmitters and why administration, distribution, metabolism, elimination and half-life determine why drugs lead people to behave the way that they do. This workshop will also assist participants to distinguish between the myths and fears surrounding psychoactive drugs and replace that with facts and truths.

Module 2: Brief Interventions

Brief interventions have emerged as evidence-based practices that can effectively treat many people with mental health and addiction problems, especially where the level of severity is mild or moderate. They also can be effective models in providing bridging support and aftercare for individuals who need to be engaged in more extended programs of care because of the complexity and severity of their problems. This module will introduce participants to the concepts and practical approaches that have made brief interventions effective approaches that allow practitioners beyond the settings that specialize in addiction and mental health treatment, particularly in community and primary care.

Module 3: Motivational Interviewing (MI)

Motivational Interviewing (MI) has evolved over the past three decades from an evidence-based approach to work with persons with substance use problems, to a model that can enhance outcomes in the broad domain of health behaviour change. Participants in this workshop will learn about the spirit of MI, the core clinical skills, the four guiding processes, the evidence base and recent advances in the MI model. Exercises, demonstrations and role plays help participants to learn MI skills and to apply MI principles and practices to their work environments.

MHA-300 – Certificate in Integrated Skills in Mental Health & Addictions Practice

MH-301: Mental Health Case Management

This module identifies a general framework for the practice of case management that can serve as a foundation for developing each participant’s own approach. Through this module participants learn to elaborate on the major functions of case managers by outlining what they do and how they do it, and to draw on advanced skills and practices in the case management of complex clinical psychosocial case scenarios.

MH-302: INTERCULTURAL COMPETENCE IN CLINICAL PRACTICE

This module examines cultural competence in clinical care as a complex and dynamic combination of awareness, knowledge, skills and application. Integrating an understanding of the power implications of cross-cultural clinical care is an essential component of client-centred reflective practice. We use case
studies, video critique and other exercises to analyze the impact of culture on practitioners and clients, and on models of health and illness, with the goal of increasing intercultural effective care.

MH-302: Concurrent Disorders: Diagnostic Interviewing

Clients who present for treatment of addiction issues are also likely to be experiencing one or more concurrent mental health problems. This traditionally under-served population is most likely to succeed in treatment when integrated approaches are offered. This module identifies the relationships between substance use and mental health problems, demonstrates useful diagnostic interviewing skills, and outlines strategies for engagement and assessment of complex cases.

**Dialectical Behaviour Therapy (DBT) – Professional Development Certificate**

Dialectical Behaviour Therapy (DBT) is an intensive out-patient therapy developed by Marsha Linehan to treat chronically suicidal clients diagnosed with Borderline Personality Disorder. DBT has also been adapted to treat clients with addictions, eating disorders and other complex problems.

Working with clients who experience these difficulties is extremely challenging for mental health and direct service professionals. DBT has proven to be effective in reducing suicidal, self-harm and other impulsive behaviours and to increase client engagement in therapy. DBT blends Cognitive Behavioural Therapy with acceptance-based strategies stemming from Zen philosophy. A primary therapeutic task is to balance acceptance of the client with a focus on change. The structure of DBT includes four components: skills group, individual treatment, DBT phone coaching, and consultation team. During this training, participants will learn the theoretical underpinnings of DBT, the group and individual components and DBT skills from each of the four modules.

This DBT-Informed Practice Certificate Program will include two days of theoretical foundations focusing on individual treatment, followed by two, two-day classes of applied learning using a standardized actor. To round out the program provided in the fall, there are two additional, two-day practice-based classes planned for the early winter term, to provide participants with the knowledge and skills required to run DBT-informed groups, a modality of intervention increasingly being used by mental health agencies for its effectiveness in supporting clients with multiple, complex mental health issues.
COURSES

FACULTY OF PSYCHOLOGY

AS-531 Foundations of Psychometric Assessment (3 credits, 30 hours plus 6 hours of Portfolio integration; prerequisite: none)

Description: This course builds on the student’s understanding of basic statistics in order to apply the principles to psychometric methods. Topics include the construction and standardization of tests, the importance of reliability and validity, the administration of objective tests and measurements, an overview of strengths/weaknesses of various measures, an introduction to types and principles of test selection, the role of the test administrator, and diversity issues in the administration, scoring, results, and reporting of psychometric measures. Students will practice administering, scoring, and reporting on selected instruments in preparation for level C competency qualification.

AS-532 Assessment of Intellect and Cognition (3 credits, 30 hours plus 6 hours of Portfolio integration: prerequisite: AS-531)

Description: This course is designed to explore the concepts of intelligence and cognition in adults; to analyze the issues and controversies related to assessment of intellectual and cognitive functioning; to develop competency in the administration, scoring, and interpretation of a variety of standardized intellectual assessment instruments (Wechsler, Stanford-Binet, etc.); to become familiar with other cognitive assessment approaches; and to consider the relationship of assessment to clinical practice.

AS-533 Assessment of Personality and Psychopathology (3 credits, 30 hours plus 6 hours of Portfolio integration: prerequisite: AS-532)

Description: This course is designed to introduce students to the concepts and applications of personality assessment. The main focus will be on the administration and interpretation of objective assessments and, to a lesser extent, projective tests. This course is intended to provide grounding in theory and concepts relevant to objective personality assessment, as well as to build skills needed to administer, score, and interpret prominent personality inventories. This course is hands-on, intensive, and cumulative in order to promote learning and skill building that will generalize to ‘real world’ practice.
AS-680 Independent Study/Library Research Tutorial (1-3 credits, contact hours for):

- 1 credit: a minimum of 32 library or other assignment hours and 4 hours’ consultation with tutorial instructor;
- 2 credits: a minimum of 66 library or other assignment hours and 6 hours’ consultation with tutorial instructor;
- 3 credits: a minimum of 100 library or other assignment hours and 8 hours’ consultation with tutorial instructor;

Prerequisite(s): as determined by tutorial instructor).

Description: This course provides one-on-one tutoring for the MPsy Applied Sequence student who has identified a topic suitable for intense library research or independent study outside the seven competency categories but deemed by the Dean to be related to psychology. May include attendance at conferences or classes in related programs, at the tutor instructor’s discretion, as long as additional assignments are required and assessed as meeting Course Learning Outcomes/Competencies at the graduate level. Eligible for credit to replace required courses from which students have been waived. Enrolment requires approval of Faculty Mentor/Advisor and Program Dean or Director. Students with one or more grades of C or below or with current incomplete grades are ineligible.

**Diagnosis (DG)**

**DG-541 Psychopathology I: Cognitive, Psychotic, and Affective Disorders (3 credits, 30 hours plus 6 hours of Portfolio integration; prerequisite: none)**

Description: This course will cover or review substantial foundational knowledge of psychology of the individual in relation to the conceptualization of mental disorders. It addresses the various cognitive, psychotic, and affective components of severe mental illness. Attention will be given to a comprehensive understanding of the phenomenology, psychodynamics, diagnostics, and clinical symptom profile of schizophrenia and other psychotic disorders, cognitive impairments and dementia, borderline conditions, and severe affective disorders including clinical depression, bipolar disorder, and the problem of suicide. Fundamental skills in conceptualization, case formulation, and the diagnostic criteria of the DSM-V classification system in relation to symptom clusters will be core competencies.

**DG-542 Psychopathology II: Anxiety-Based and Personality Disorders (3 credits, 30 hours plus 6 hours of Portfolio integration; prerequisite: DG-541)**

Description: This course will cover or review substantial foundational knowledge of psychology of the individual in relation to the conceptualization of mental disorders. Theories of anxiety will be reviewed in order to develop an understanding of symptoms of anxiety including panic attacks, obsessive-compulsive, anxiety and phobia. Their etiology or origin in earlier developmental conflicts will be discussed and the role developmental issues play in the formation of anxiety will be explored from
various points of view. The role of accidental and structural trauma will be discussed. Symptoms of PTSD will be reviewed and explored in light of structural issues. The course will also provide an in-depth understanding of various personality disorders including clusters A, B, and C, in terms of self-organization, attachment, affect, and defense mechanisms. Treatment considerations will be reviewed in light of each personality structure. Formulations of anxiety will be addressed from the perspective of various personality disorders.

**DG-543 Psychodiagnostic Case Conceptualization (3 credits, 30 hours plus 6 hours of Portfolio integration; prerequisite: DG-542, AS-533, NT-522)**

Description: The shift from using the term “case formulation” to the current “case conceptualization” accompanies the growing accountability demanded of psychologists, the increased role of empiricism in psychotherapy, and the shift in diagnostic manuals from etiological to descriptive that presents elaborate descriptions of disorders with little or nothing to say about their causes, precipitants, maintaining influences, or treatments, not to mention the psychosocial, interpersonal, or cultural factors involved. In providing a structure to hypothesize about these factors, case conceptualization as taught in this course draws upon available theory, science, and clinical experience to fill the gap between diagnosis and treatment and to promote ongoing integration of evaluation and lessons learned in order to enhance practitioner reflection, future practice, and ongoing development. Using a case-based learning approach (also known as problem-based or project-based) and biopsychosocial systems metatheory that incorporates common elements drawn from major psychotherapy modalities, students will work in teams to investigate, propose, and share an integrative case conceptualization model for cases involving adults.

**DG-680 Independent Study/Library Research Tutorial (1-3 credits, contact hours for:**

- 1 credit: a minimum of 32 library or other assignment hours and 4 hours’ consultation with tutorial instructor;
- 2 credits: a minimum of 66 library or other assignment hours and 6 hours’ consultation with tutorial instructor;
- 3 credits: a minimum of 100 library or other assignment hours and 8 hours’ consultation with tutorial instructor;

Prerequisite(s): as determined by tutorial instructor).

Description: This course provides one-on-one tutoring in Diagnosis for the MPsy Applied Sequence student who has identified a particular topic suitable for intense library research or independent study. May include attendance at conferences or classes in related programs, at the tutor instructor’s discretion, as long as additional assignments are required and assessed as meeting Course Learning Outcomes/Competencies at the graduate level. Eligible for credit to replace required courses from
which students have been waived. Enrolment requires approval of Faculty Mentor/Advisor and Program Dean or Director. Students with one or more grades of C or below and with current incomplete grades are ineligible.

**Ethics and Standards (EH)**

**EH-512 Ethics and the Law (3 credits, 30 hours plus 6 hours of Portfolio integration; prerequisite: none)**

Description: The course will cover the two main factors governing the activities of health professionals practicing in Ontario. The first factor is the standards of professional conduct which have been established by law and which are enforced by licensing bodies. The second factor is comprised of the codes of ethics created by professional associations. The students will participate in activities designed to ensure that they will be able to use these two factors in their professional practice so they deliver the highest quality service to their clients/patients. Topics include ethical standards, privacy, confidentiality, credentialing, mental health codes and legislation, certification and licensure, professional organizations, and insurance in various settings such as hospitals, clinics, private practice, schools, business and industry, government, and community.

**EH-516 Professional Communication and Record-Keeping (2 credits, 24 hours; prerequisite: EH-512)**

Description: This course will address the legal and professional obligations of regulated health professionals and other healthcare workers (including students and non-regulated mental health care professionals) regarding the use of the Internet for communication, data storage, and marketing. Topics that will be covered include differentiating between the privacy and confidentiality of personal health information, disclosure and associated legislation such as the Regulated Health Professional Acts and the Personal Health Information Protection Act, 2004 (PHIPA); and record retention and security. Students will discuss the ethical and legal implications of electronic data storage and the use of the Internet for communication and records keeping including data security. In addition, this course will provide guidance on current topics including ethical and special consideration for records keeping and data management in a clinic or institution setting, as well as a discussion of safety and ethical considerations of the use of social media such as Facebook.

**EH-680 Independent Study/Library Research Tutorial (1-3 credits, contact hours for:**

- 1 credit: a minimum of 32 library or other assignment hours and 4 hours’ consultation with tutorial instructor;
- 2 credits: a minimum of 66 library or other assignment hours and 6 hours’ consultation with tutorial instructor;
- 3 credits: a minimum of 100 library or other assignment hours and 8 hours’ consultation with tutorial instructor;

Prerequisite(s): as determined by tutorial instructor).
Description: This course provides one-on-one tutoring in Ethics and Standards for the MPsy Applied Sequence student who has identified a topic suitable for intense library research or independent study. May include attendance at conferences or classes in related programs, at the tutor instructor’s discretion, as long as additional assignments are required and assessed as meeting Course Learning Outcomes/Competencies at the graduate level. Eligible for credit to replace required courses from which students have been waived. Enrollment requires approval of Faculty Mentor/Advisor and Program Dean or Director. Students with one or more grades of C or below and with current incomplete grades are ineligible.

**Interpersonal Relationships (IP or GP)**

**IP-500 Colloquia (0 credits, 6 hours per trimester, prerequisite: none)**

Description: Once each trimester in which students are enrolled, they are expected to attend school-wide Colloquia where faculty members, students, and invited guests present information of interest to professional psychologists and human services practitioners in general. Emphasis is on new developments in research and on trends that integrate theory and research with current practice. Colloquia also provide faculty members and others in the School community with the opportunity to learn about one another’s research and professional interests. Students are expected to incorporate Colloquia topics in Portfolio Seminars and other classes. They may be invited to present MRP, thesis, or dissertation findings to their colleagues at Colloquia. The Psychology Student Association is responsible for organizing the event in collaboration with the Dean of Students.

**IP-501 Portfolio Seminar I: Practicum Preparation (0 credits, 12 hours; pre-requisite: none)**

**IP-502 Portfolio Seminar II: Readiness for Applied Sequence (0 credits; 12 hours; prerequisite: IP-501)**

**IP-503 Portfolio Seminar III: Identification of Research Interests (0 credits, 12 hours; prerequisite: IP-502)**

Description (applies to all three IP-501/2/3): This three-trimester series of courses provides opportunities for collegial interaction in a small group setting led by an instructor who serves as each student’s Faculty Mentor-Advisor. Each trimester includes 4 hours of reflection on group dynamics and theory using the class as an example. Activities focus on the development of students’ self and self-and-other strengths related to professional goals, preparation for practicum, choice of educational and other experiences supporting their strengths and aspirations, identification of research interests, practice in collaboration, and completion of the Learning Portfolio due at the beginning of the last trimester of Base Year Sequence. Although there is no credit awarded for this series per se, 12 hours each trimester are “contributed” by other required courses that benefit from content integration during Portfolio sessions and assignments.
**IP-510 Motivation & Values (2 credits, 24 hours; prerequisite: none)**

Description: This four-day intensive course highlights student self-reflection as a foundation for the development of knowledge, skills, and mindset required for effective practice as a psychologist or psychotherapist. An introduction to neural, cognitive, emotional, and social (especially, in-group/out-group) factors in motivation and change provides an orientation for the clinical or counselling psychology or psychotherapy student. This extends and applies undergraduate foundational knowledge of cognitive-affective, social, and biological bases of behaviour. Role-play, peer coaching, and experiential exercises underline the importance of maintaining patterns of self-care and the need to assess and establish an interpersonal and intrapersonal resource base for effective service delivery. Assumptions and techniques of Adlerian psychotherapy serve as illustrative examples. Students identify their motivating values or highest-level goals. Graduating students present Comprehensive Examination (Capstone 3) material to help students in the course match their goals with career options as they identify their own “strengths and virtues” relevant to their career aspirations.

**IP-521 History & Systems of Personality & Psychotherapy (2 credits, 24 hours; prerequisite: none)**

Description: This course provides a comprehensive and in-depth survey and critique of the various methods, principles, and theories of modern and contemporary psychology as applied to the study and understanding of human development, personality, adjustment, psychopathology, and therapeutic interventions. Primary emphasis will be on the major areas of general psychological theory and personality development in the psychoanalytic, behavioural, humanistic, systems, and cognitive traditions offering a critique of the various theories, methods, and therapeutic models with precursors to psychopathology and adjustment. The various systems and paradigms that have historically emerged and continue to influence contemporary approaches and practices will be systematically and philosophically explored. Additionally, the historical context and influence of socio-political factors on the history and systems of personality and psychotherapy will be examined.

**IP-523 Human Developmental & Change Processes (2 credits, 24 hours; prerequisite: none)**

Description: This course covers substantial foundational knowledge of learning as an aspect of change, including classical and operant conditioning, the role of expectations and goals, modeling, and cognitive styles. Cognitive elements of attention, perception, and memory are reviewed. Developmental change processes are discussed, focusing on an integration of neurobiological and social factors. Advanced topics of development across the lifespan are explored through the perspective of current brain research, including contributions of nature and nurture, evolutionary biology, barriers to learning, attachment, the development of personality, positive and negative influences on individual behaviour, violence, intelligence, and happiness.
**IP-524 Social Dimensions of Therapy (1 credit, 12 hours; prerequisite: none)**

Description: In every nation, the rate of mental illness rises in direct proportion to the level of income inequality. Yet psychotherapy rarely considers the impact of social context on mental health. The result is attribution error: the clients’ behaviours are viewed as poor choices or character defects rather than as reasonable responses to unreasonable social conditions. In order to facilitate the therapist-client alliance, therapists must understand, and be able to explain to their clients, the impact of social conditions on mental health. Topics include: the social determinants of health; why most clients are women; how oppressive conditions generate intra-personal and interpersonal conflict; and responding to internalized oppression.

**IP-525 Introduction to Neuropsychology (2 credits, 24 hours; prerequisite: TQ-422 Introduction to Brain & Behaviour or equivalent within past 5 years)**

Description: This course is designed as an introduction to basic topics in human neuropsychology. The course introduces basic neuroanatomy, neuroembriology and neurochemistry. We then review clinical and empirical research concerning damage to the central nervous system affecting various cognitive processes that include language, attention, memory, visual-spatial functioning, problem solving, emotion, and consciousness. Classroom discussions and lectures utilize both empirical and clinical case materials.

**IP-599 Advancement to Applied Sequence (0 credits; prerequisite: IP-502)**

Description: During the GP-502 Portfolio Seminar, each student prepares a portfolio of evidence that supports his or her being advanced to Applied Sequence and eligibility for Practicum, Major Research Project or Thesis, and other 600-level courses. Students are expected to demonstrate that they can integrate learning from their various courses, undertake critical self-reflection [3.4], and maintain an ongoing commitment to professional development. In short, the question is whether the student is progressing toward becoming a Reflective Scholar-Practitioner. The student’s Faculty Mentor-Advisor (instructor in IP-502) will forward Portfolios assessed at a minimum level of “pass” to the Psychology Faculty.

Outcomes:

Members of the Faculty of Psychology decide whether the student will:

- Advance to Applied Sequence: Enrol in Practicum, MRP/Thesis, and other 600-level courses, contingent upon successful completion of any remaining Base Sequence Courses; OR
- Advance with conditions: Observe limits or acquire additional learning, tutoring, consultation, coaching, treatment, or other support while enrolling in Applied Sequence courses; OR
• Not advance: Be referred to the Academic Standing Committee.

**IP-661/2/3 Practicum Seminar I/II/III (2 credits, 24 hours each; 6 credits, 72 hours total; co-requisite: NT-651/2/3 Practicum)**

Description: Practicum Seminars run concurrently with student practicum placements and meet on a regular basis in a small group format. They provide experienced faculty with the opportunity to guide the on-going development of the student’s “safe and effective use of self”. Students present and critique clinical case material through methods such as audio and/or video recordings and receive peer consultation as well as sound clinical instruction and developmental supervision necessary for enhancement of professional skills and knowledge.

Once a student has started a Practicum placement, they may start attending Practicum Seminar. If a student is not currently in Practicum, they should not attend the seminars. For example, if a student has started Practicum mid trimester, they may start attending Seminars. If they suddenly lose their placement, they should wait to obtain a new one before continuing their attendance. Students who have completed their Practicum requirement but have not attended the requisite Practicum Seminars must continue to attend until such time as they have met the requirement.

**IP-680 Independent Study/Library Research Tutorial (1-3 credits, contact hours for:**

- 1 credit: a minimum of 32 library or other assignment hours and 4 hours’ consultation with tutorial instructor;
- 2 credits: a minimum of 66 library or other assignment hours and 6 hours’ consultation with tutorial instructor;
- 3 credits: a minimum of 100 library or other assignment hours and 8 hours’ consultation with tutorial instructor;

Prerequisite(s): as determined by tutorial instructor).

Description: This course provides one-on-one tutoring in Interpersonal Relationships for the MPsy Applied Sequence student who has identified a particular topic suitable for intense library research or independent study. May include attendance at conferences or classes in related programs, at the tutor instructor’s discretion, as long as additional assignments are required and assessed as meeting Course Learning Outcomes/Competencies at the graduate level. Eligible for credit to replace required courses from which students have been waived. Enrolment requires approval of Faculty Mentor/Advisor and Program Dean or Director. Students with one or more grades of C or below or with current incomplete grades are ineligible.
IP-699 Master Comprehensive Examination—MPsy Capstone 1 (credits: 0; prerequisites: successful completion of written submission and oral presentation)

Description: Students who are enrolled in Practicum III and MRP/Thesis Seminar III and who have completed all other required courses may schedule an oral presentation and submit a written response designed to provide members of the Faculty of Psychology the opportunity to assess how well they reflect on their scholarly and professional experiences during their degree. This is an end-of-program assessment of the extent to which a student has become a “reflective scholar-practitioner.”

Intervention (NT)
NT-511 Interviewing & Alliance (2 credits, 24 hours; prerequisite: none)

Description: Skills taught in this course will serve as an integrative foundation throughout the program. Role-play, peer coaching, and experiential exercises will underline the importance of self-knowledge for maintaining patterns of self-care and the need to assess and establish an interpersonal and intrapersonal resource base for effective provision of psychotherapy. Students will learn basic interviewing skills through exercises including focusing, following, attending, paraphrasing, open questioning, and reflecting. They will be introduced to advanced skills including immediacy, bridging, discrepancy resolution, information giving, summarizing, closure, and repairing the therapeutic alliance. In three-person groups, students practice interviewing and rapport-building skills and elicit information for a Mental Status Examination.

NT-513 Safe & Effective Use of Self in Therapy (2 credits, 24 hours, prerequisite: NT-522 or equivalent)

Description: The therapist’s degree of self-awareness, self-regulation and self-development has a major impact on therapeutic outcome. To enhance these abilities, students must examine their beliefs, behaviours, and blind spots. This four-day course is divided into four topics: responding to clients’ sexual concerns; balancing your needs and your clients’ needs; the wounded helper; and identifying and escaping therapy traps. Objective: the student will meet the core competencies in the safe and effective use of self in psychotherapy and other psychological services.

NT-522 Transtheoretic Foundations of Psychotherapy (2 credits, 24 hours; prerequisite: NT-511)

Description: This course follows Course NT-511 and serves as a more thorough introduction to a biopsychosocial systems metatheory that serves as a foundation to psychotherapy practice. Students work in groups utilizing case-based learning (CBL—also known as project- or problem-based learning, PBL) to explore common factors (extratherapeutic, relationship, placebo, and technique) that contribute to psychotherapy outcome. Consideration of case examples and individual reflection on a selected technique support the development of more advanced clinical skills.
NT-526 Psychopharmacology (2 credits, 24 hours; Prerequisites: IP-525, DG-541, DG-542)

Description: This course is designed to provide a foundation in psychopharmacology for non-medical healthcare practitioners. Lectures and discussions will address the art and science of psychopharmacology and the relevance of psychotropic medications in clinical practice. Students will be introduced to basic concepts of pharmacology including mechanism of action, pharmacokinetics, pharmacodynamics, and metabolism. Topics include how drugs affect mood and behavior including medications used in the treatment of psychiatric illness, illicit drugs use and herbal remedies. Students will be expected to recognize the major classes of psychoactive drugs and their effects.

NT-598 Practicum Readiness Interview (0 credits, 1 hour; prerequisite: IP-501)

Description: The Director of Clinical Training and each student’s Faculty Mentor-Advisor (instructor in Course IP-501) conduct an interview designed to ensure the student’s personal readiness to apply to Practicum Sites for field placement. The interview may include a live demonstration where the student enacts a psychotherapy session or portion of a session with an actor “client.” Students may be asked to engage in additional learning or personal consultation, coaching, or therapy before being deemed ready to apply to Practicum Sites. Failure to pass the Readiness Interview may result in a referral to the Academic Standing Committee.

Outcomes:

The Director of Clinical Training and the student’s Faculty Mentor-Advisor decide on the following:

- Ready: The student may apply to Practicum Sites of his or her choice.
- Ready with support: The student may apply only to Practicum Sites approved by the Director of Clinical Training; or, the student must seek additional learning, consultation, coaching, or treatment while applying to Practicum Sites.
- Not Ready: The student may not apply to Practicum Sites for field placement and may not be advanced to Applied Sequence until deemed “Ready”. At the discretion of the Director of Clinical Training and Faculty Mentor-Advisor, the student may be
  - Referred to the Academic Standing Committee OR
  - Required to fulfill conditions such as seeking additional learning, tutoring, consultation, coaching, or treatment upon completion of which the student may request another Practicum Readiness Interview. No more than three attempts at Practicum Readiness are allowed.

If the Director of Clinical Training and the student’s Faculty Mentor-Advisor disagree on the Outcome, the Dean will adjudicate.
NT-651/2/3 Practicum I, II, III (3 credits each, 9 credits total; 300 hours each, 900 hours total including 75 hours direct client contact each, or 225 hours total, and 15 hours supervision each, or 45 hours total; prerequisites: Successful Readiness for Practicum Interview and advancement to Applied Sequence)

Description: This series of three field placements provides opportunities for the psychology student to gain practical experience in competencies that meet their professional goals. Under the guidance of their Practicum Portfolio Faculty Mentor/Advisor in their first trimester, they are introduced to the Psychology Practicum Handbook. By their second trimester, they are expected to have developed a Practicum Portfolio to support their application to placement settings following a successful Practicum Readiness Interview with the Director of Clinical Training and their Faculty Mentor/Advisor. Once a site has been identified, the student has applied and been accepted, and the practicum experience has been approved by the Director of Clinical Training, placement begins at the beginning of Applied Sequence (fourth trimester for full-time students). Placements are in a psychology or related mental health setting under the supervision of a qualified member of the College of Psychology. Students should expect to attend one full day per week at the practicum site, although some sites may allow half-days or evenings. Each practicum consists of 300 hours including 15 hours of supervision and 75 hours of direct client contact. Remaining hours consist of report writing, research and reading, and attending and/or presenting at conferences or rounds, as directed by the student’s primary Supervisor. The Supervisor observes and assesses students against a standard of “competent” in all six MPsy program learning objectives: Interpersonal Relationships (IP); Assessment and Evaluation (AS); Intervention (NT); Research (RC); Ethics and Standards (EH); Diagnosis (DG).

NT-680 Independent Study/Library Research Tutorial (1-3 credits, contact hours for):

- 1 credit: a minimum of 32 library or other assignment hours and 4 hours’ consultation with tutorial instructor;
- 2 credits: a minimum of 66 library or other assignment hours and 6 hours’ consultation with tutorial instructor;
- 3 credits: a minimum of 100 library or other assignment hours and 8 hours’ consultation with tutorial instructor;

Prerequisite(s): as determined by tutorial instructor).

Description: This course provides one-on-one tutoring in Interventions for the MPsy Applied Sequence student who has identified a particular topic suitable for intense library research or independent study. May include attendance at conferences or classes in related programs, at the tutor instructor’s discretion, as long as additional assignments are required and assessed as meeting Course Learning Outcomes/Competencies at the graduate level. Eligible for credit to replace required courses from which students have been waived. Enrolment requires approval of Faculty Mentor/Advisor and Program
Dean or Director. Students with one or more grades of C or below or with current incomplete grades are ineligible.

**NT-699 Practicum Completion—MPsy Capstone 2 (0 credits; prerequisites: successful completion of NT-651/2/3 Practicum I, II, III and IP-661/2/3 Practicum Seminars I, II, III)**

Description: Upon completion of Practicum III with a minimum assessment of “competent” from the Primary Supervisor and receiving a minimum assessment of “pass” in IP-663 Practicum Seminar, the student completes or gathers and submits all remaining Practicum Handbook forms to the Practicum Manager, who reviews the material for completeness. Incomplete files are returned to the student for completion and resubmission. The Director of Clinical Training then reviews and assesses all Practicum Forms and other material, including consultation with Practicum Seminar Instructors, as appropriate, and submits forms of successful students to the Registrar confirming their completion of Capstone 2.

Outcomes:

The Director of Clinical Training decides whether to assess NT-699 Capstone 2 as

- **Pass**: Competent performance in Practicum; OR
- **No Pass**: Referral to Academic Standing Committee

**Research (RC)**

**RC-571 Foundations of Qualitative Inquiry (2 credits, 24 hours; prerequisite: none)**

Description: The intention of this course is to introduce practice-based researchers to the fundamental principles of qualitative research, including learners interested in carrying out rigorous and relevant qualitative research. We will explore a variety of methodologies that enable researchers to investigate particular situations, circumstances, groups and individuals using a variety of questions and approaches. Such approaches will include ethnography, grounded theory, case study, narrative, phenomenological, and participatory action research, as well as feminist, race-based and decolonizing methods. We will also explore how relationships of power and privilege influence research undertakings and discuss ethical considerations in research. In this course, students will also design a qualitative research proposal using one or more qualitative methodologies discussed in class. The course is intended to provide concepts, tools, practice, and experience to support completion of Capstone 2: Major Research Project or Thesis during Applied Sequence.
**RC-574 Quantitative Analysis I (1 credit, 12 hours; prerequisite: none)**

Description: The goal of RC-574 is to provide students with the conceptual foundations and tools of both research design/methodology and the application of basic statistics in psychological research. Emphasis will be on developing knowledge, understanding and skill in both the application of statistical techniques and in the critical evaluation of the analysis of results in published research and its interpretation. Moreover, unlike the statistics courses some of you may have taken previously which likely emphasized rote learning (e.g., requiring you to memorize formulae for specific tests), the emphasis in this course is on understanding why the formulae are what they are and how they work, as well as the strengths and limitations and the assumptions underlying the use of each statistic covered. Throughout the course examples will be drawn from a wide range of psychological inquiry. The series of courses is intended to provide concepts, tools, practice, and experience to support completion of Capstone 2: Major Research Project or Thesis during Applied Sequence.

**RC-575 Quantitative Analysis II (1 credit, 12 hours; prerequisite: RC-574)**

Description: RC-575 builds on RC-574 and, as with RC-574, aims to provide students with the conceptual foundations and tools of both research design/methodology and the application of statistics in psychological research. In this course we cover more advanced statistics. Throughout the course examples will be drawn from a wide range of psychological inquiry. As with RC-574, emphasis will be on developing knowledge, understanding and skill in both the application of statistical techniques and in the critical evaluation of the analysis of results in published research and its interpretation. The series of courses is intended to provide concepts, tools, practice, and experience to support completion of Capstone 2: Major Research Project or Thesis during Applied Sequence.

**RC-576 Quantitative Analysis III (1 credit, 12 hours; prerequisite: RC-575)**

Description: RC-576 builds on RC-574 and RC-575, with the overall aim of providing students with the conceptual foundations and tools of both research design/methodology and the application of statistics in psychological research. In this course, we cover even more advanced statistics than previously. Throughout the course examples will be drawn from a wide range of psychological inquiry. As with RC-574 and RC-575, emphasis will be on developing knowledge, understanding and skill in both the application of statistical techniques and in the critical evaluation of the analysis of results in published research and its interpretation. The series of courses is intended to provide concepts, tools, practice, and experience to support completion of Capstone 2: Major Research Project or Thesis during Applied Sequence.
RC-671/2/3 MRP/Thesis Seminars I, II, III (2 credits each, 6 total; prerequisite: advancement to Applied Sequence)

Description: In this series, students meet in an ongoing Seminar that supports their completion of a project that follows the MPsy Major Research Project/Thesis Handbook, demonstrates their ability to work at the forefront of the profession of clinical or counselling psychology, and prepares Capstone 3 to their master’s preparation.

During IP-503 Portfolio Seminar and their research classes, Base Sequence students are encouraged to explore possible topics for their MRP or Thesis and to identify potential Committee members. Upon Advancement to Applied Sequence and in consultation with the MRP/Thesis Seminar Director in RC-671, students select an MRP/Thesis Committee consisting of a Supervisor and a Reader, at least one of whom must be a member of the Faculty of Psychology (who serves as Chair of the Committee). One member may be an external subject matter expert. Students select a project that shows originality in the application of knowledge and an understanding of how the boundaries of knowledge are advanced through a combination of research and practice. The Committee oversees the student’s selection of topic, literature review, timeline, and preparation of a Proposal. The project may be a Thesis involving qualitative or quantitative research leading to an original contribution to the field of professional psychology that is of publishable quality, if approved by the Committee. The Committee will examine the Proposal for criteria outlined in the Handbook and require a Human Subjects Research Review by the Research Review Board (RRB), if appropriate. Upon successful completion of these steps the MRP/Thesis Seminar Director submits a grade of at least “pass” for Course RC-671, thus advancing the student to RC-672.

During Course RC-672, once all necessary RRB and other approvals have been received, the student schedules a Proposal Review with the MRP/Thesis Committee at which the student will summarize plans and timeline for the Project or Thesis. Based on the written Proposal, including a literature review, and fulfilment of agreed-upon timelines for data gathering or further literature review, the Committee will decide whether to convey to the MRP/Thesis Seminar Director its approval for completion of the proposed project or thesis. Upon approval, the MRP/Thesis Seminar Director submits a grade of at least “pass” for Course RC-672, thus advancing the student to RC-673.

Course RC-673 is dedicated to supporting the student to complete the Major Research Project or Thesis, as guided by her or his Committee. Once the project or thesis has been submitted to the Committee for final evaluation, the student has successfully defended the project or thesis in a public meeting with the Committee, and the Committee has assessed and approved the project or thesis at a minimum standard of “pass”, the MRP/Thesis Seminar Director submits a grade of at least “pass” for Course RC-673. The student may then complete requirements for Capstone 3 (see below).
RC-680 Independent Study/Library Research Tutorial (1-3 credits, contact hours for):

- 1 credit: a minimum of 32 library or other assignment hours and 4 hours’ consultation with tutorial instructor;
- 2 credits: a minimum of 66 library or other assignment hours and 6 hours’ consultation with tutorial instructor;
- 3 credits: a minimum of 100 library or other assignment hours and 8 hours’ consultation with tutorial instructor;

Prerequisite(s): as determined by tutorial instructor).

Description: This course provides one-on-one tutoring in Research for the MPsy Applied Sequence student who has identified a particular topic suitable for intense library research or independent study. May include attendance at conferences or classes in related programs, at the tutor instructor’s discretion, as long as additional assignments are required and assessed as meeting Course Learning Outcomes/Competencies at the graduate level. Eligible for credit to replace required courses from which students have been waived. Enrolment requires approval of Faculty Mentor/Advisor and Program Dean or Director. Students with one or more grades of C or below or with current incomplete grades are ineligible.


Description: The student’s Committee approves his or her Major Research Project or Thesis for a public defense, meets with the student for the defense, assesses the student’s overall (written and in-person) performance on the Approval Form, and submits it to the Registrar. Upon receiving a Form with the Committee’s assessment of at least “pass”, the Registrar confirms the student’s preliminary completion of Capstone 2. For final completion, the Registrar must receive a final approved electronic document in pdf or other image format for inclusion in the Records Archive; and one bound hard copy of the MRP or Thesis, including a page with original signatures of all Committee members, for the library.

Outcomes: The MRP/Thesis Committee decides whether to assess RC-699 Capstone 3 as:

- Pass with distinction: Superior research, analysis, and writing; OR
- Pass: Competent research, analysis, and writing; OR
- Pass with minor revisions: Requires final approval by one Committee member; OR
- Pass with major revisions: Requires reconsideration and final approval by full Committee and/or (at Committee’s discretion) an additional public defense; OR
- No Pass: referral to the Academic Standing Committee.
FACULTY OF PSYCHOLOGY – TRANSITIONAL EQUIVALENCY COURSES

GP-100 Thriving in Graduate School (0 credits, 9 hours; prerequisite: submission of degree application)

Description: “Landing” in graduate school – especially for students who have been away from post-secondary education for a number of years – presents a number of challenges. From basic academic skills, like navigating online journal databases, through constructing a graduate-level research paper and adopting the standpoint and practices of a truly reflective adult learner, including understanding how to balance myriad life demands, returning to graduate school is not easy. “Thriving in Graduate School” intends to introduce new students to a variety of skills that will facilitate their transition to, and success in, graduate studies at ADLER and elsewhere.

TQ-421 Personality Theory & Research (6 credits, 72 hours; prerequisite: introductory psychology)

Description: The goal of this course is to cover a variety of topics in personality psychology, in depth, attempting to bring them together them within a model of what personality is and how it functions. The field of personality occupies a unique position in psychology because of its mandate to study the whole person. Personality psychology addresses some of the most central and interesting questions in psychology: Why do people think, feel, and act in the ways they do? What makes people different from each other? What are the essential components of an individual’s personality? The main objective of this course is to provide students with a complete overview of the scientific study of human personality in psychology. This course should enable students to recognize, define, describe, understand, compare, situate, and criticize the major theoretical and empirical contributions from classical and contemporary personality psychology.

TQ-422 Brain & Behaviour (3 credits, 36 hours; prerequisite: introductory psychology)

Description: This course is designed as an overview of essential topics in biological psychology. The course will introduce basic neuroanatomy and neurochemistry with a focus on structure and related function. Students will review and empirical research concerning structure and function of various parts of the central nervous system mediating processes including: Emotion, motivation, memory and cognition. Brain development and adaptation will also be covered. Classroom lectures and discussions will utilize both empirical and case study materials. It will serve as an update for students whose undergraduate honours preparation in neuropsychology and related subjects occurred more than five years previous to enrollment in the Master of Psychology degree.
TQ-423 Developmental Psychology (6 credits, 72 hours; prerequisite: introductory psychology)

Description: In this course, students will gain an understanding of development across the lifespan. A particular emphasis will be placed on the interplay of maturation and experience; that is, of the biological, psychological (cognitive, emotional and behavioural) as well as contextual factors that shape development over time. Psychological research, concepts and theories will be examined in relation to developmental/life tasks, milestones and processes. Students will develop knowledge and insight into how research and theory in developmental psychology can be applied to bettering our understanding of psychological adaptation and change.

TQ-425 Cognition & Learning (6 credits, 72 hours; prerequisite: introductory psychology)

Description: Based on systematic observation, experimentation and modeling, cognitive psychologists aim to develop theories that organize our knowledge about mental processes that mediate attention, learning and problem solving and make predictions about these and other aspects of human cognition. This course is designed to provide a broad understanding of the key findings, questions and debates in cognitive psychology and what we currently know and understand about human learning and cognition. Additionally, this course will point out areas of application of cognitive psychology research.

TQ-426 Social Psychology (6 credits, 72 hours; prerequisite: introductory psychology)

Description: Social psychology is the scientific study of social interaction and social influence and how people’s thoughts, feelings, and behaviours are affected by the real or imagined presence of others. As such, social psychology is one of the most broad-reaching and personally relevant areas of study within psychology. This course presents an overview of the major and fundamental theories and findings of social psychology including the self, social beliefs, behaviour and attitudes, persuasion, group influence, altruism, aggression, attraction and prejudice. Throughout the course, emphasis will be placed on developing student's skills in analyzing social situations and events that all people encounter in everyday life and on developing critical and integrative ways of thinking about the application of research and theory in social psychology. The topics covered will be representative of the current subject matter within this discipline. A detailed examination of current research findings and application programs related to the topic under study will be made through text readings, original research articles, class lectures, and lab assignments.

TQ-470 Honours Research Project (6 credits, hours & assignments TBA with supervising instructor; prerequisite: completion of or current enrolment in any remaining required Transitional Equivalency courses)

Description: The Honours Research Project (HRP) provides students with the opportunity to engage in sustained, independent research with academic supervision; such intensive one-on-one experience
serves as an ‘apprenticeship’ for students as they prepare for their more advanced (i.e., graduate) research for their MPsy thesis or MRP.

Students work one-on-one with a faculty member/supervisor whose interests match their own. As with the MRP, HRP projects can consist of a substantive literature review or an original empirical study using quantitative and/or qualitative methods. The scope and length of an HRP is less than that required for an MRP. Note that the HRP can serve as a springboard for an MPsy thesis or MRP.

**TQ-480 Independent Study/Library Research Tutorial (1-3 credits, contact hours) for:**

- 1 credit: a minimum of 32 library or other assignment hours and 4 hours’ consultation with tutorial instructor;
- 2 credits: a minimum of 66 library or other assignment hours and 6 hours’ consultation with tutorial instructor;
- 3 credits: a minimum of 100 library or other assignment hours and 8 hours’ consultation with tutorial instructor;

Prerequisite(s): as determined by tutorial instructor).

Description: This course provides one-on-one tutoring for the Transitional Equivalency student who has identified a particular topic suitable for intense library research or independent study. May include attendance at conferences or classes in related programs, at the tutor instructor’s discretion, as long as additional assignments are required and assessed as meeting Course Learning Outcomes/Competencies at the graduate level. Eligible for credit to complete the requirements for honours undergrad equivalency. Enrolment requires approval of Faculty Mentor/Advisor and Program Dean or Director. Students with one or more grades of C or below and with current incomplete grades are ineligible.

**TQ-490 Applied Psychological Science (6 credits, hours & assignments TBA with supervising instructor; prerequisite: completion of or current enrolment in any remaining required Transitional Equivalency courses)**

Description: This course will introduce students to the ways in which psychological theory and research in core areas of the discipline such as the biological bases of behaviour, social psychology and cognitive psychology, can be applied to real world problems. Major areas of application are covered, focusing on research-informed innovations in clinical and health psychology, educational psychology, organizational psychology, forensic psychology, environmental psychology, as well as consumer and sports psychology. Additionally, methodological challenges and ethical considerations in the application of psychological theory and research are covered.
FACULTY OF PSYCHOLOGY

GRADUATE CERTIFICATE IN PSYCHOLOGICAL ASSESSMENT

*Elective - Psychology MPsy program Students

AS-685 Neurodevelopment and the Learning Process (2 credits, 24 hours; prerequisites: AS-531, AS-532, AS-533)

Description: This course is designed to provide the students with a conceptual framework for understanding learning problems by introducing the students to key neurodevelopment constructs that underlie learning and their implications for academic skill acquisition.

AS-686 Assessment of Academic Achievement (2 credits, 24 hours; prerequisites: AS-531, AS-532, AS-533)

Description: This course will allow you to develop a more detailed understanding of the purposes of and the use of measures of academic achievement including the WIAT-III and Woodcock-Johnson III. Other relevant measures will be reviewed including the Comprehensive Test of Phonological Processing (CTOPP), the RAN-RAS, the Test of Word Reading Efficiency (TOWRE), the Gray Silent Reading Test (GSRT), the Nelson Denny Reading Test (ND), and the Beery Visual Motor Integration Test (VMI). There will also be a review of learning disability definitions and discussion of some of the processes underlying the acquisition of reading skills. Much of your time will be spent learning to administer the tests proficiently and without error. This will build upon your existing knowledge of assessment, human development, and cognition.

AS-687 Psychopathology in the School Setting (2 credits, 24 hours; prerequisites: AS-531, AS-532, AS-533)

Description: This course provides a detailed overview of psychopathology in the school setting. Areas for critical and diagnostic consideration include explosive behaviour disorders, autistic spectrum, fetal alcohol spectrum disorder, adjustment disorder, attachment disorder, etc. Evidence-based interventions in the school environment will be discussed.

AS-688 Evaluation of Social, Emotional, and Behavioural Factors (2 credits, 24 hours; prerequisites: AS-531, AS-532, AS-533)

Description: This course will introduce you to mental health diagnosis and a number of the assessment techniques and materials used to evaluate social, emotional and behavioural factors influencing an individual. During the course, special emphasis will be placed on standardized tests of these factors. The language of psychometrics will be introduced, and issues and concerns related to measurement will be considered.
AS-689 School Law (1 credit, 12 hours; prerequisite: AS-531, AS-532, AS-533)

Description: This course is a two-day interactive and collaborative inquiry-based course to provide candidates with an overview of the main Special Education legislation and laws relevant to a Psychologist. It will cover the changing terms of assessment and evaluation that are found in the Ontario Ministry of Education resource documents “Learning For All, 2013” and “Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010”; the Identification, Placemat, Review Committee (IPRC) process and legislative requirements; The Individual Education Plan (IEP) and legislative requirements.

FACULTY OF PSYCHOTHERAPY

Elective course available to Graduate Certificate & MPsy students

Psychodynamic Therapy - An Adlerian Framework

(Graduate Certificate Program)

*Required - Psychotherapy Graduate Certificate in Adlerian Integrative Psychotherapy

*Elective - Psychology MPsy program

Overview

Certificate Program

- AI 681 - Introduction to Adlerian Theory & Practice
- AI 682 - Personal Growth and Development
- AI 683 - Lifestyle Assessment I
- AI 684 - Lifestyle Assessment II
- AI 685 - Adlerian Perspectives on Gender
- AI 686 - Adlerian Parenting
- AI 687 – Adlerian Psychotherapy: Working with Individuals
- AI 688 - Adlerian Psychotherapy: Working with Couple
- AI 689 - Adlerian Psychotherapy: Working with Families

AI-681 Introduction to Adlerian Theory & Practice (1 credit, 12 hours; prerequisite: IP-510, NT-511, NT-522, NT-513, IP-524 or equivalents)

Description: In the years since Alfred Adler (1870-1937) introduced Individual Psychology (IP), a comprehensive framework that stresses the unity and uniqueness of each individual embedded within a context of environment and heredity, his underlying assumptions have gained wide acceptance, as illustrated by biopsychosocial systems metatheory (Magnavita & Anchin, 2014). After a brief historical
overview of Adler’s life and work, this course surveys Adler’s basic assumptions, compares them to traditional and current approaches, and examines each for applications to current psychotherapy, counselling, coaching, and other human services. Through exercises and demonstrations, students explore the relevance of the Adlerian framework to their own lives, personally and professionally.

**AI-682 Personal Growth and Development (1 credit, 12 hours; prerequisite: AI-681, AI-683, AI-684)**

Description: An effective therapeutic process requires the therapist to have a high level of self-awareness and the ability to connect skills and knowledge of personal and interpersonal dynamics in the therapeutic context. Therapeutic use of self is a central tool of the therapist and therefore the counselling process is enhanced when the therapist is present with empathy, congruence and self-awareness.

This course provides students with the opportunity to explore their own personalities on a deeper level and discover how their strengths and limitations show up in the therapy room. Through an Adlerian process of self-assessment, group work, art therapy and individual assistance, the students will become more aware of their private logic, beliefs, emotions, values, and their reactions to various situations. The process will reveal where further exploration may be indicated and therefore provide the student with a guiding line for further self-development.

**AI-683 Lifestyle Assessment I (1 credit, 12 hours; prerequisite: AI-681)**

Description: “The foremost task of Individual Psychology is to prove the unity in each individual – in his thinking, feeling acting, in his so-called conscious and unconscious and in every expression of his personality. This unity is what we call the style of life” …Alfred Adler

The concept of “Lifestyle” was Adler’s way of helping a therapist understand a client’s whole personality from inside his or her phenomenological reality. This holistic approach is part of what makes Adlerian psychology an exemplar of biopsychosocial systems metatheory. This course introduces this systemic view of the development of personality. By working with one another, students learn how to collect information to formulate an understanding of the unique style they have developed to live out their lives and how to apply this approach to helping clients understand themselves.

**AI-684 Lifestyle Assessment II (1 credit, 12 hours; prerequisite: AI-681, AI-683)**

Description: The second part of this course will focus on Early Recollections (ERs). Early Recollections provide an important means for understanding the style of life of an individual. Patterns in the stories we tell ourselves about our selves and our lives indicate private logic, typical tendencies to action, and perceptions of self, other(s), and the world. Using therapy as a mirroring process, therapists and clients can thus (both) gain not only clear access to how they see themselves in the world but also to their
adaptive and maladaptive pursuits. The student will learn how to access early recollections and work with the client to better understand their own life-style

AI-685 Adlerian Perspectives on Gender (1 credit, 12 hours; prerequisite: AI-681)

Description: This course examines the way that gender shapes a person’s understanding of themselves and others and influences behaviour and interpersonal relationships. It is designed to provide students with an opportunity for critical self-reflection regarding their beliefs about, and experience of, gender identity and gender roles and the impact of this personally and professionally.

We will explore early Adlerian approaches to understanding gender including gender guiding lines, masculine protect, social embeddedness and social equality. Acknowledging the limitations of early theorizing, we will integrate contemporary Adlerian and congruent theories of gender and apply them to birth stories, early recollections, and life tasks. We will also explore the role of therapists in gender empowerment/encouragement within the therapeutic relationship.

AI-686 Adlerian Parent Education (1 credit, 12 hours; prerequisite: AI-681)

Description: Adlerian parenting is about raising children in a democratic environment with an understanding that they need our guidance to be able to do what they most need to do, and that is to connect, cooperate, contribute and do so with courage and confidence. This course will teach students to work with parents to understand why children behave and misbehave and how parents can best help them by redirecting their behaviour and coaching them to be all they can be.

AI-687 Adlerian Psychotherapy: Working with Individuals (1 credit, 12 hours; prerequisite: AI-681, AI-684, AI-685)

Description: Individual Psychology is a psychology of use in which each individual strives for significance to achieve fictive goals in a creative, holistic, unique manner making use of heredity and environment to develop a style of life which become ‘normal’ and useful when it is in accord the needs of others and shows social interest.” ...Norman Silverman

Building on foundational courses, we will construct the elements necessary for fully understanding the motivation and movement of clients in the world so that we can begin to help them to achieve their goals and function optimally. Through exercises, demonstrations, and roleplaying, the student will begin to think and function as an Adlerian psychotherapist or counsellor who applies therapeutic presence, knowledge, and techniques skilfully to help clients achieve their therapeutic goals.

AI-688 Adlerian Psychotherapy: Working with Couples (1 credit, prerequisite: AI-681, AI-683, AI-684)

Description: This course applies the constructs of Adlerian theory to couples. We consider the unique and complex issues of a two-person system as we move from the first contact with clients, through the
first appointment and assessment process to the body of work being done together, to the end of
therapy. Since the framework is holistic, we will look at approaches that fit couples and can be used to
help a pair make the shifts in their lives that they are seeking.

AI-689 Adlerian Psychotherapy: Working with Families (1 credit; prerequisite: AI-681, AI-683, AI-684)

Description: This course applies the constructs of Adlerian theory, especially systems theory, to families.
We consider the additional complexity that intergenerational relationships and intra-couple dynamics
bring to understanding and treating various family configurations. We address the family system, issues
of responsibility, strengths and challenges, rivalry and friction between family members, and various
forms of norm-violating behaviour. Students learn how to help families establish relationships, based on
democratic principles of mutual respect and cooperation, which can become intra-family resources for
solving problems

ADLER Trauma Therapy (AT)
*Required - Psychotherapy Graduate Certificate in ADLER Trauma Therapy

*Elective - Psychology MPsy program

Overview

- AT-681 Foundations of Trauma Psychotherapy I
- AT-685 Foundations of Trauma Psychotherapy II (1 Credit)
- AT-682 Intergenerational Trauma (1 Credit)
- AT-683 Trauma Psychotherapy in Couples and Relationships (1 Credit)
- AT-686 Treatment Modalities in Trauma Psychotherapy (1 Credit)
- AT-684 Building Skills in Couple and Relationally Focused Therapy (1 Credit)

AT-681 Foundations of Trauma Psychotherapy I (1 credit, 12 hours; prerequisites: IP-510, NT-511, NT-
522, NT-513, IP-524 or equivalents)

Description: This course introduces the theory and practice of treating traumatized clients, with an
emphasis on providing practical information that can be applied in the clinical setting.

Note: This course is an introduction only. Further training and supervision are required for the
treatment of trauma-related disorders.

AT-685 Foundations of Trauma Psychotherapy II (1 credit, 12 hours; prerequisite: AT-681)

Description:
AT-682 Intergenerational Trauma (1 credit, 12 hours; prerequisite: AT-681 and AT-685)

Description: Each generation teaches the next. Along with knowledge, skills and culture, we also transmit the impact of traumatic experience. This course explores the biological, familial and social transmission of trauma.

AT-683 Trauma Psychotherapy in Couples and Relationships (1 credit, 12 hours; prerequisites: AT-681 and AT-685)

Description: Covers basic principles for therapeutic work with distressed couples. Topics include; the traumatized and traumatizing couple, arousal regulation, adult attachment patterns, the disruptive impact of triangles and “thirds,” creating safety, repairing ruptures, addressing sexual discontent.

AT-686 Treatment Modalities in Trauma Psychotherapy (1 credit, 12 hours; prerequisites: AT-681 and AT-685)

Description:

AT-684 Building Skills in Couple and Relationally Focused Therapy (1 credit, 12 hours; prerequisite: AT-683)

Description: Couple therapy can be a minefield, as clients press the therapist to take sides, attempt to embroil the therapist in their dramas, and defeat the therapist’s efforts to provide solutions. This experiential class builds on AT-683 Introduction to Working with Couples. Students will observe and participate in fictional role-play scenarios of challenging therapist-couple interactions.

COGNITIVE BEHAVIOURAL THERAPY (CBT)

*Elective - Psychology MPsy program

Overview

- CBT-100 Fundamentals of Cognitive Behavioural Therapy
- CBT-200 Intermediate Skills in CBT
- CBT-300 Advanced Skills in CBT

CBT-100 Fundamentals of Cognitive Behavioural Therapy (3 credits, 36 hours plus 3-hour case consultation exam; prerequisite: IP-510, NT-511, NT-522, NT-513, IP-524 or equivalents)

Description: This CBT course covers the basic theory and introductory level applications of a wide array of cognitive and behavioural techniques used in the treatment of various emotional and anxiety disorders. Students will learn about the cognitive model of emotional problems, CBT case conceptualization, use of Socratic dialogue, CBT treatment planning and session structure. Participants are instructed on strategies to assess suitability to CBT treatment as well as their own competence in
the use of CBT process skills. Essential cognitive and behavioural techniques used in the treatment of depression and anxiety disorders will be described including cognitive restructuring techniques for automatic thoughts related to depression and anxiety, as well as behavioural techniques including behavioural activation, exposures (situational and interoceptive), and the importance of identifying and diminishing reliance on subtle and overt avoidance, monitoring, distraction, and safety behaviours. Specific applications of the CBT model for Specific Phobia, Panic Disorder, and Agoraphobia will also be addressed.

CBT-200 Intermediate Skills in CBT (3 credits, 36 hours plus 3-hour case consultation exam; prerequisite: CBT-100)

Description: This course focuses on the modification and application of the CBT model to more challenging anxiety disorders such as Obsessive Compulsive Disorder (OCD) and Generalized Anxiety Disorder (GAD), chronic anger, addictions, and serious mental illnesses such as bipolar disorders and psychotic disorders. Our instructors will use both didactic and experiential exercises to illustrate the important and unique modifications of the CBT model and specific treatment strategies for GAD (e.g., cognitive exposures, uncertainty tolerance training) and OCD (e.g., exposures and response prevention, meta-cognitive beliefs). The CBT model for the treatment of psychotic symptoms such as delusions and hallucinations and specific techniques such as use of behavioural experiments to test the veracity of delusions and the interpretations of hallucinations will be extensively covered. Identification of prodromal symptoms and the importance of learning how to distinguish normal from hypomanic and depressed presentations of the self-concept will be covered in addition to other coping strategies to mitigate (hypo)manic relapses. This program will also challenge some of the common myths and misperceptions about anger. It will also focus on the importance of identifying anger triggers, facilitative automatic thoughts and cognitive responses to these thoughts, as well as behavioural skills in managing anger and hostility. Finally, use of motivationally enhanced CBT strategies to address substance use disorders and motivational techniques to reduce use and harm of substances will be covered and practiced in class.

CBT-300 Advanced Skills in CBT (3 credits, 36 hours plus 3-hour case consultation exam; prerequisite: CBT-200)

Description: This course helps participants to synthesize CBT skills and examine how to move on to more advanced strategies, including working with deeper cognitive schemas and core beliefs. Strategies to adapt CBT to group formats will also be delineated with key CBT group principles and group issues discussed. Two additional advanced specialty topics will include how to adapt cognitive-behavioural techniques in working with children and adolescents. Knowledge translation of CBT principles to these specialty populations are crucial to ensure that the principles of CBT are understood and properly applied to be effective with younger groups. Also, incorporating parental and familial issues as part of
the conceptualization of the development of the problems and their treatment will be discussed. Additionally, this program will examine the diagnostic criteria and differential features for single-episode Post-Traumatic Stress Disorder (PTSD). The CBT model for PTSD will be presented, along with the treatment rationale based on the approach, including prolonged exposure as well as cognitive techniques. Adapting CBT session structure and timing will also be a key discussion point for this specialty population. Through didactics, presentation of clinical cases, role plays, conceptualization and treatment planning, participants will be thoroughly engaged and enlightened in applying CBT principles to more challenging and advanced cases and specialty populations.
FACULTY OF COACHING
(ICF-Accredited Coach Training Program--ACTP)

COACHING COURSES

COA-301 Foundations of Professional Coaching

Introduces the foundational concepts, models and processes associated with the ADLER approach to professional coaching and anchors you strongly in the coaching mindset while practicing the core competencies of professional coaching. Introduce and practice a structure for the basic coaching conversation. This course gives you an overview of the coaching profession and the many areas of professional practice for coaches.

COA-302 The Coaching Conversation in the Context of Work (Prerequisite: COA-301)

Use of coaching knowledge and skills effectively in the domain of work, and within the context of organizations - Specific tools, techniques and processes for coaching in the context of work - Further honing of skills and deepening of general coaching knowledge

COA-302A Core Competencies of Professional Coaching (Prerequisite: COA-301)

The central theme of the Core Competencies course is choice: the world provides us with great opportunity for choice, and also challenges us greatly around choice. We trust that during the course of the week you will be expanding your understanding of choice and related aspects such as responsibility, freedom, impact, and constraints on choice. We hope that you will begin to see how you can build your own and your clients’ capacity for being in choice around things that matter, at work and in life.

COA-303 Moving Toward Artful Coaching (Prerequisite: COA-302)

This course provides exposure to and experience with a range of tools and processes to deepen coaching effectiveness and creativity. Part 3 focuses on integrating your learning, enhancing and deepening your ability to coach artfully and creatively. It includes units on metaphor, creativity, leadership, and much more.
**COA-304 Practicum (Prerequisite: COA-303)**

During Practicum, the student becomes an active coaching practitioner. Students acquire more clients, obtain feedback on their coaching through supervision and share their learning through case studies and labs. They also received 7 hours of Mentor Coaching in a group setting. Practicum lasts 8 months and can be completed in a Face to Face or Virtual format. Practicum groups are capped at 12 students for highly individualized instruction and mentoring. Upon successful completion of Practicum students are distinguished as ATC- ADLER Trained Coach.

**COA-305 Certification Exam (Prerequisite: COA-304 and additional conditions)**

After passing the Certification Exam students are awarded the credential ACPC – ADLER Certified Professional Coach. The ACPC credential satisfies all requirements for ICF entry level credential (ACC Associate Certified Coach). Effective April 1, 2014, all applicants applying for an ICF Credential, including graduates of ACTPs, will be required to complete the ICF Coach Knowledge Assessment. Applicants must pass this multiple-choice assessment to be awarded the ACC, PCC, or MCC credential.
FACULTY OF CONTINUING EDUCATION

COGNITIVE BEHAVIOURAL THERAPY (CBT)

Professional Development Certificate Program

CBT-100: Certificate in Fundamentals of Cognitive Behavioural Therapy

Prerequisite: This certificate program covers the basic theory and introductory level applications of a wide array of cognitive and behavioural techniques used in the treatment of various emotional and anxiety disorders. Students will learn about the cognitive model of emotional problems, CBT case conceptualization, use of Socratic dialogue, CBT treatment planning and session structure. Participants are instructed on strategies to assess suitability to CBT treatment as well as their own competence in the use of CBT process skills. Essential cognitive and behavioural techniques used in the treatment of depression and anxiety disorders will be described including cognitive restructuring techniques for automatic thoughts related to depression and anxiety, as well as behavioural techniques including behavioural activation, exposures (situational and interoceptive), and the importance of identifying and diminishing reliance on subtle and overt avoidance, monitoring, distraction, and safety behaviours. Specific applications of the CBT model for Specific Phobia, Panic Disorder, and Agoraphobia will also be addressed

CBT -200: Certificate in Intermediate Skill in CBT (Prerequisite: CBT-100)

This program focuses on the modification and application of the CBT model to more challenging anxiety disorders such as Obsessive-Compulsive Disorder (OCD) and Generalized Anxiety Disorder (GAD), chronic anger, addictions, and serious mental illnesses such as bipolar disorders and psychotic disorders. Our instructors will use both didactic and experiential exercises to illustrate the important and unique modifications of the CBT model and specific treatment strategies for GAD (e.g., cognitive exposures, uncertainty tolerance training) and OCD (e.g., exposures and response prevention, meta-cognitive beliefs). The CBT model for the treatment of psychotic symptoms such as delusions and hallucinations and specific techniques such as use of behavioural experiments to test the veracity of delusions and the interpretations of hallucinations will be extensively covered. Identification of prodromal symptoms and the importance of learning how to distinguish normal from hypomanic and depressed presentations of the self-concept will be covered in addition to other coping strategies to mitigate (hypo)manic relapses. This program will also challenge some of the common myths and misperceptions about anger. It will also focus on the importance of identifying anger triggers, facilitative automatic thoughts and cognitive responses to these thoughts, as well as behavioural skills in managing anger and hostility. Finally, use of motivationally enhanced CBT strategies to address substance use disorders and motivational techniques to reduce use and harm of substances will be covered and practiced in class.
CBT-300: Certificate in Advanced Skills in CBT (Prerequisite: CBT-200)

This program helps participants to synthesize CBT skills and examine how to move on to more advanced strategies, including working with deeper cognitive schemas and core beliefs. Strategies to adapt CBT to group formats will also be delineated with key CBT group principles and group issues discussed. Two additional advanced speciality topics will include how to adapt cognitive-behavioural techniques in working with children and adolescents. Knowledge translation of CBT principles to these speciality populations are crucial to ensure that the principles of CBT are understood and properly applied to be effective with younger groups. Also, incorporating parental and familial issues as part of the conceptualization of the development of the problems and their treatment will be discussed. Additionally, this program will examine the diagnostic criteria and differential features for single-episode Post-Traumatic Stress Disorder (PTSD). The CBT model for PTSD will be presented, along with the treatment rationale based on the approach, including prolonged exposure as well as cognitive techniques. Adapting CBT session structure and timing will also be a key discussion point for this speciality population. Through didactics, presentation of clinical cases, role plays, conceptualization and treatment planning, participants will be thoroughly engaged and enlightened in applying CBT principles to more challenging and advanced cases and speciality populations.

MENTAL HEALTH & ADDICTIONS (MH)
(Professional Development Certificate Program)

MH-100: Fundamental Skills in Mental Health & Addictions

Prerequisite: This program has been designed to provide the student with a critical overview of mental health, mental illness and addiction in contemporary society. Within a broad socio-historical context that included epidemiological, cultural and demographic factors, the program will focus on the conceptual and practical issues involved in understanding, preventing and treating mental health and addiction problems, keying primarily on issues of concern to the practitioner, including prevention, identification and treatment approaches, from an integrative bio-psycho-social perspective. Topics will include psycho-social and bio-medical modalities of care and treatment and their evidence base. Participants will also evolving perspectives on addiction and mental illness, including behavioural addictions, such as those related to gambling, internet and shopping. Approaches based on abstinence and harm reduction will be examined. Addiction and mental illness will be approached from the perspective of mental and behavioural health, person-centred care, wellbeing, recovery, and the social determinants of health. Evidence-informed approaches will be to address the practical issues that arise in helping people towards recovery and wellbeing.
**MH-200: Essential Skills in Mental Health & Addictions (Prerequisite: MH-100)**

This program of learning will allow participants to deepen their knowledge in three essential areas related to the treatment of mental health and addiction problems: pharmacotherapy, brief interventions, and motivational interviewing. The Pharmacotherapy module will examine the major groupings of psychoactive drugs; stimulants, hallucinogens, psychotherapeutic agents and depressants including opioids. Participants will gain insights into what occurs at the brain level to a person taking different psychoactive drugs - from cocaine and crystal meth to cannabis and ecstasy to alcohol, methadone and others - and the resulting psychological and social consequences. Biological concepts will be presented from a counsellor's perspective to allow participants a better holistic understanding of the interactions of drugs upon behaviour. At the conclusion of the workshop participants will no longer be intimidated by concepts such as pharmacokinetics and pharmacodynamics, but instead will appreciate the role of neurotransmitters and why administration, distribution, metabolism, elimination and half-life determine why drugs lead people to behave the way that they do. This workshop will also assist participants to distinguish between the myths and fears surrounding psychoactive drugs and replace that with facts and truths. Brief interventions have emerged as evidence-based practices that can effectively treat many people with mental health and addiction problems, especially where the level of severity is mild or moderate. They also can be effective models in providing bridging support and aftercare for individuals who need to be engaged in more extended programs of care because of the complexity and severity of their problems. Motivational Interviewing (MI) has evolved over the past three decades from an evidence-based approach to work with persons with substance use problems to a model that can enhance outcomes in the broad domain of health behaviour change.

**MH-300: Advanced Skills in Mental Health & Addictions**

MH-301: Mental Health Case Management - This module identifies a general framework for the practice of case management that can serve as a foundation for developing each participant’s own approach. Through this module participants learn to elaborate the major functions of case managers by outlining what they do and how they do it, and to draw on advanced skills and practices in the case management of complex clinical psychosocial case scenarios.

MH-302: Intercultural Competence in Clinical Practice - This module examines cultural competence in clinical care as a complex and dynamic combination of awareness, knowledge, skills and application. Integrating an understanding of the power implications of cross-cultural clinical care is an essential component of client-centred reflective practice. We use case studies, video critique and other exercises to analyze the impact of culture on practitioners and clients, and on models of health and illness, with the goal of increasing intercultural effective care.
MH-302: Concurrent Disorders: Diagnostic Interviewing - Clients who present for treatment of addiction issues are also likely to be experiencing one or more concurrent mental health problems. This traditionally under-served population is most likely to succeed in treatment when integrated approaches are offered. This module identifies the relationships between substance use and mental health problems, demonstrates useful diagnostic interviewing skills, and outlines strategies for engagement and assessment of complex cases.
ADLER FACULTY MEMBERS

Background and research interests available at www.adler.ca

Faculty of Psychology
Gary Challis, PhD, CPsych, Dean, Faculty of Psychology
Taslim Alani, PhD, CPsych, Adjunct Faculty
Hamid Alizadeh, PhD, Core Faculty
Ruth Berman, PhD, CPsych, Adjunct Faculty
Michael Decaire, MA, CPsych, Rpsych, Rp, Adjunct Faculty
Mishy Elmpak, PhD, CPsych, Core Faculty, Director, International Relations
Oren Gozlan, PSyd, CPsych, Core Faculty, Director of Clinical Training
Stephanie Hall, MPsy, Teaching Assistant
Sarah Hallett, MPsy, Teaching Assistant
Jack Kamrad, PhD, CPsych, Adjunct Faculty
Martin Katzman, MD, FRCP, Adjunct Faculty
R. James Little, MA, CPsych, President and CEO, Core Faculty, Director, Psychological Assessment Certificate
Adam Lodzinski, PhD, Dean of Students, Faculty, Director, Transitional Equivalency (TQ) Program
Andrea Myrie-Nurse, PsyD, CPsych, Adjunct Faculty
Linda J. Page, PhD, Accreditation Coordinator, Adjunct Faculty
Michelle Palk, MPsy, MSW, Adjunct Faculty
Don Shattuck, PhD, CPsych, Adjunct Faculty
Tia Sternat, MPsy, Adjunct Faculty
Begum Verjee, Ed.D., ACC, VP Academic and Community Engagement, Core Faculty
Roja Vivekanand, RP, Teaching Assistant
Rosemary Young, PhD, CPsych, Adjunct Faculty
Faculty of Psychotherapy
Marion Balla, MSW, Core Faculty, Co-Director, Adlerian Integrative Psychotherapy Certificate Program
Julie Brown, MSW, Core Faculty of Psychotherapy, Director, Adler Trauma Psychotherapy Certificate Program
Susan Prosser, MA, RP, Adjunct Faculty, Co-Director, Adlerian Integrative Psychotherapy Certificate Program
Susan Rosenthal, MD, Adjunct Faculty

Faculty of Professional Coaching
Lydia Roy, ACPC, BCC, MCC, Dean, Faculty of Professional Coaching
Adria Trowhill, MA, CPCC, MCC, Adjunct Faculty, Dean Emerita
Robin Altman, B.Comm, ACPC, PCC, Adjunct Faculty
Laura Atwood, MA, ACPC, PCC, Adjunct Faculty
Brian Cyr, ACPC, PCC, Adjunct Faculty
Pamela Ramadei, MCC, Adjunct Faculty
Ann Reich, ACPC, PCC, Adjunct Faculty
Sharon Flanagan, ACPC, PCC, Adjunct Faculty

Faculty of Continuing Education
Beatrice Traub-Werner, MSW, RSW, Dean, Faculty of Continuing Education
Natasha Browne, PsyD, CPsych, Adjunct Faculty
Kim Daniel, PHD, Adjunct Faculty
Gregory Koval, MSW, RSW, Adjunct Faculty
Wayne Skinner, MSW, RSW, Core Faculty, Director, Mental Health & Addictions Certificate Program
Alison Hunt, M.Ed., RP, Adjunct Faculty
# SCHEDULE OF TUITION AND FEES

## PSYCHOLOGY, PSYCHOTHERAPY & CONTINUING EDUCATION

<table>
<thead>
<tr>
<th>Amounts in Canadian Dollars</th>
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<tr>
<td><strong>Tuition</strong></td>
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<tr>
<td>Graduate Degree, Student-at-large, Graduate Certificate</td>
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<td>Transitional Equivalency</td>
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<td>Professional Development Certificate &amp; Auditing</td>
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<td><strong>Student Fees</strong></td>
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<td>Full Time (7 credits or more)</td>
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<td>Degree, Graduate Certificate &amp; Transitional Equivalency Students</td>
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<tr>
<td>Learning Resources - per trimester</td>
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<tr>
<td>Student Activities -per trimester</td>
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<td><strong>Student Fees</strong></td>
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<td>Part Time (6 credits or less)</td>
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<td>Degree, Graduate Certificate &amp; Transitional Equivalency Students</td>
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<td>Learning Resources: per trimester</td>
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<td><strong>Administrative Fees</strong></td>
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<td>Application</td>
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<td>Degree, Student-At-Large, Graduate Certificate &amp; Transitional Equivalency</td>
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<td>Late Sign-up: per credit</td>
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<td>Add/Drop: per course</td>
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<td>Additional Transcripts (first copy included in tuition)</td>
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<td>Convocation: Degree &amp; Graduate Certificate</td>
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<td>Total Tuition, Master of Psychology (75 credits)</td>
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Revised September 1, 2018

## COACHING PRICES

Coaching packages can be customized to the individual’s or organization’s needs.

Please visit www.adler.ca for more information on coaching offerings and prices, or call ADLER at (416) 923-4419.
APPENDIX A AODA POLICY

The full AODA Policy Document is available in many formats, upon request. Please contact Student Services for a copy at 416-923-4419 or studentservices@adler.ca

Introduction

The Accessibility for Ontarians with Disabilities Act (AODA) is an important piece of legislation that required ADLER to thoughtfully develop, implement and uphold accessibility standards to support persons with disabilities in Ontario. ADLER is committed to providing a rich learning and working environment that respects individual’s dignity, independence, offers an integration of services and provides equal opportunity. This accessibility document articulates ADLER’s policies that support the applicable regulated areas under the AODA including:

- Customer Service Standard
- Information and Communications Standard
- Employment Standard

ADLER has introduced and will maintain a comprehensive training program on each of the above standards. All staff and faculty including any volunteers (aka ‘staff’) will complete the training requirements and a detailed record of this training will be maintained to ensure staff comply with the necessary training requirements as outlined in the legislative standards.

As a graduate professional school, it is critically important that we provide quality accessible services to our staff, faculty, students and the public. The Accessible Customer Service Standard under AODA is applicable to all organization in Ontario that provide goods and services directly to the public or other groups.

ADLER will meet the information and communication needs of people with disabilities by providing, upon request, information and communication materials in accessible formats and/or with communication supports. New information and communications produced by ADLER will be created and provided in ways that are accessible for people with disabilities.

The Ontario Human Rights Code requires all employers to meet the accommodation needs of employees with disabilities to the point of undue hardship. The Employment Standard, as part of AODA, builds on this requirement and is intended to help people with disabilities participate in the labour force and our economy. ADLER has integrated the Employment Standard into our standard recruitment processes and employment policies to make them more accessible. ADLER will meet the accommodation needs of staff, prospective staff and students with disabilities by providing, upon request, accommodations for disabilities.
ADLER has developed and embraced the Accessible Customer Service Policy, the Information and Communications Policy and the Employment Standard Policy to formalize our practices relating to the provision of accessible customer service and to provide guidance on how to interact with people with disabilities. ADLER’s goal is to provide quality customer service that clearly represent our values and mission while maintaining compliance with legislative requirements.

**Service Animals and Support Persons**

ADLER openly welcomes service animals and support persons to accompany staff, faculty and students requiring such supports while on the ADLER premises. Service animals and support persons are permitted anywhere staff, faculty or students normally have access. Support persons may include personal support workers, volunteers, family members or a friend. ADLER will not charge admissions fees for support persons who support a person with a disability. (Noted in the fees section of the Academic Calendar).

**Feedback Process**

In the spirit of continuous improvement, ADLER encourages feedback on delivery expectations specific to the provision customer services and customer service experiences. Upon request, ADLER will make available a Customer Service Feedback form (also available in an alternate form upon request). (doc. attached).

A link to ADLER’s complaint and feedback process is located:

- a. Online on the web site: https://www.adler.ca/
- b. Online surveys, polls, emails
- c. In print from the front desk, or upon request from studentservices@adler.ca
- d. By telephone by calling Student Services at 416-923-4419
- e. Other: ADLearn

**Service Disruptions**

Should ADLER become aware of a service disruption specific to the goods, services or ADLER facilities, ADLER will post notification of all service disruptions within a reasonable time in advance, where possible. ADLER will make notifications of service disruptions visible and accessible. Notices will explain why the service is not available, the anticipated duration of the service disruption and provide alternate facilities or services, as available (e.g. weather conditions requiring Class cancellations).

Notification of Service Disruptions will be posted:

- a. On the phone system and social media sites
- b. By email to all students, staff and faculty
c. Other: ADLearn

Information and Communications Standard
ADLER will meet the information and communication needs of people with disabilities by providing, upon request, information and communication materials in accessible formats and/or with communication supports. New information and communications produced by ADLER will be created and provided in ways that are accessible for people with disabilities.

Accessible Formats and Communication Supports
Upon request, ADLER will provide ALDER-provided information and communications in an accessible manner and format to people with disabilities. Alternatives to standard print are often referred to as accessible formats, and ways to help communication between people are referred to as communication supports.

When a request is received by ADLER, ADLER will consult with the person directly to determine accessibility needs. ADLER has the flexibility to determine the most appropriate accessible format or communication support depending on the accessibility needs of the person and the capability of ADLER to deliver said formats or support. Accessible formats will be provided in a timely manner and at a cost that is not more than the regular costs charged to other people. This will apply to information that ADLER does not control directly or indirectly through a contract. This does not apply to products and product labels or information or communications that cannot be converted or that are not provided by ADLER. Every attempt will however be made to accommodate where possible.

Educational and Training Resources and Materials
If a student notifies ADLER of an information and/or communication need due to a disability, ADLER will provide any materials we provide to students, be they learning resources or material, as well as student records and program information, in an accessible format that takes into account the student’s individual accessibility needs. ADLER will work with each individual student directly and discretely to understand and work to meet their individual accessibility needs.

ADLER will provide the student with an accessible or conversion-ready electronic format of any materials we provide to students, where available, or a comparable resource in an accessible or conversion-ready format if the resource cannot be obtained or converted into an accessible format.

Examples of accessible formats:

- reading written information to a person directly
- large print
- text transcripts of audio or visual information
• handwritten notes instead of spoken word
• information written in plain language
• an electronic document formatted to be accessible for use with a screen or e-reader technology (e.g., JAWS)

When it is not possible to convert requested material, ADLER will provide the individual making the request with the following:

• An explanation as to why the information or communications are unconvertible, and
• A summary of the information or communications piece

Upon request, ADLER will make available a Request for Accommodation form in alternate formats to meet the needs of individuals with disabilities for alternate formats of class materials, resource materials, ADLER communication materials, classroom seating, etc.

**ADLER Resource Library**

Where possible, ADLER will seek to make available to all students alternate formats for resource materials available in the ADLER on-site library and course textbooks. This includes accessible or conversion-ready format of print, digital, or multimedia resources or materials, on request. ADLER will seek to provide accessible formats for print-based resources or materials, on request.

Workplace Emergency Response Information

ADLER will provide individualized workplace emergency response information to staff and students with disabilities if the disability makes it necessary, and ADLER is made aware of the need. With the staff member or student’s consent, ADLER will share the information with anyone designated to assist them in an emergency (i.e. faculty member).
APPENDIX B: SEXUAL VIOLENCE, HARRASSMENT AND ABUSE POLICY

(This section includes selected items from the Sexual Violence Police for ADLER. For the full policy document, see ADLearn, in Student Resources)

Purpose

Sexual violence is a fundamental problem that needs attention and intervention throughout society and within institutions. Acts of sexual violence have a significant impact on survivors, their friends and family members, and on those who work closely with survivors as supporters, advocates and educators. It is the most underreported criminal activity, and it is known that the number of disclosed or reported incidents on post-secondary campuses do not reflect the true number of assaults faced. Many incidents of sexual violence at their core involve an abuse of power.

The Adler Graduate Professional School Inc. (“ADLER”) is committed to combating sexual violence in all forms in its community. This policy affirms ADLER’s ongoing commitment to foster a culture where attitudes and behaviors that perpetuate sexual violence are rejected, survivors are supported, and those who commit incidents of sexual violence are held accountable.

The policy outlines the supports and services available to those affected by sexual violence, the processes in place to address reports of sexual violence, the rights and obligations of ADLER regarding sexual violence, and affirms ADLER’s commitment to procedural fairness, and to fostering and promoting a culture of consent.

It is a violation of this policy for an ADLER community member to commit an act of sexual violence against another ADLER community member.

This policy is not intended to supersede or interfere with prevailing laws and does not preclude those experiencing sexual violence from seeking recourse through criminal or civil proceedings.

Definitions

Sexual Assault: Any sexual contact made by a person towards another where consent is not first obtained. It is characterized by a broad range of sexual acts, carried out in circumstances in which the person has not freely consented to or is incapable of consenting to sexual activity. Under the Criminal Code of Canada, it has been interpreted as an actual or threatened advance, gesture, touch, or any other sexual act to which an individual has not consented. It includes a person being forced to perform sexual acts against their will. It is determined by a lack of consent, and not by the act itself.
Sexual Harassment:

- a) Unwanted sexual attention of a persistent or abusive nature, made by a person who knows or ought reasonably to know that such attention is unwanted;
- b) The making of an implied or express promise of reward for complying with a sexually oriented request;
- c) The making of an implied or express threat of reprisal, in the form of actual reprisal or the denial of opportunity, for refusal to comply with a sexually oriented request; and/or
- d) Sexually oriented remarks and behaviour which may reasonably be perceived to create a negative psychological and emotional environment for work and study.

Sexual Violence: Any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.

Workplace Sexual Harassment:

- a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, and/or
- b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

ADLER recognizes that anyone can experience sexual violence. Individuals may encounter increased vulnerabilities based on intersectional aspects of their identity or perceived identity including such factors as race, Indigeneity, economic status, gender identity, gender expression, sexual orientation, language, age, ancestry, ethnicity, ability, faith and/or immigration status. Survivors can also experience many barriers to disclosing, reporting, and/or seeking support; barriers can differ based on the lived experience of the survivor. Some acts of sexual violence are motivated by sexism, racism, colonialism, ableism, homophobia and transphobia, as part of a wider societal context around dominance that includes patriarchy, whiteness, and colonization as contributors to acts of sexual violence. The Ombudsperson will work with survivors to determine the appropriate supports and accommodations required based on the individual survivor’s experiences and expressed needs.

Reports of sexual violence will be dealt with through ADLER’s Ethical Conduct and Dispute Resolution Process, and any ADLER community member who is found to have committed sexual violence shall be held accountable and subject to sanctions and discipline up to and including expulsion and/or termination of employment where appropriate.
Disclosures and reports of sexual violence made to ADLER are considered confidential and are treated in accordance with the Freedom of Information and Protection of Privacy Act. Information regarding disclosures and reports will only be shared with those individuals who have a critical need to know to carry out functions appropriate to an individual’s or unit’s responsibility to properly address an incidence of sexual violence or as required by law. To the extent possible, the identity of the survivor and the responding person will be anonymized.

If someone is at immediate risk of harm, ADLER community members are encouraged to call emergency services at 911 immediately.

**Complaint Process**

Any ADLER community member who experienced sexual violence may commence the reporting process by contacting the Ombudsperson.

A complaint is initiated on the date on which it is received by ADLER in writing and signed by the complainant. The complaint will include the following:

- a) name of the Complainant
- b) name of the Respondent (if known); and
- c) a description of the particulars including but not limited to date(s), time and location where the incident(s) occurred.

The Complainant will be provided with a copy of the complaint.

All complaints will be addressed through ADLER’s Ethical Conduct & Dispute Resolution Process.
APPENDIX C: INFORMATION TECHNOLOGY USE AND MANAGEMENT POLICY

Overview

Adler Graduate Professional School (ADLER) strives to foster and maintain an intellectual environment in which members of the school community can access and create information, and collaborate with colleagues and peers. As part of this effort, the school is committed to maintaining an information technology environment that is free from harassment and is accessible to its members. Such an environment can only exist when all members use and manage the information technology resources responsibly, respectfully and in a manner that reflects high ethical standards, mutual respect and civility. Use of ADLER’s information technology resources must comply with all applicable laws, ADLER policies, procedures, appendices and guidelines.

Purpose

The purpose of this policy is to define the school’s expectations and requirements to the use and management of school information technology resources.

POLICY

School information technology resources are to be used primarily for activities related to the mission of the school, including, but not limited to teaching, learning, research and administration. Limited personal use (e.g. use not related to the mission of the school) is permitted provided it complies with this Policy, does not compromise the business of the school, does not increase the school’s costs, does not expose the school to additional risk, does not damage the school’s reputation, and does not unduly impact the school’s business and academic uses. All other uses are prohibited.

Information Technology resources must be used and managed in a responsible manner. Use of these resources for disruptive, fraudulent, harassing, threatening, obscene (including but not limited to racist, profane, and pornographic in nature), or malicious purposes is strictly prohibited. Use of information technology resources for commercial purposes is prohibited unless authorized by the appropriate Dean or Director.

Application and enforcement of this policy shall not in any way, constrain academic freedom on campus.

Use of school information technology resources, including electronic identities, is permitted only to members of the school community. Unless otherwise stated, such access, including the use of electronic identities, is authorized only on an individual basis and may not be shared by multiple individuals. Anyone granted authorization to use an electronic identity must make all reasonable efforts to keep such identification private and secure.
Information technology resource users must stay within their authorized limits and refrain from seeking to gain unauthorized access to information technology resources beyond their permissions and privileges.

Any individual using information technology resources to create, access, transmit or receive school-related information must protect that information in a manner that is commensurate with its value, use, and sensitivity.

Users must respect the rights of other users. They must not encroach on other users’ rights to use, access, and privacy.

All forms of electronic communication are expected to reflect high ethical standards and mutual respect and civility. Users must refrain from transmitting to others, inappropriate images, sounds, or messages which might reasonably be considered harassing, fraudulent, threatening, obscene (e.g. pornographic), defamatory, or other messages or material that are a violation of applicable law or school policy.

Users must be sensitive to the open nature of public spaces (for example, common areas and classrooms) and take care not to display in such locations images, sounds or messages that are harassing, threatening, obscene (e.g. pornographic), defamatory, or that are a violation of applicable law or school policy.

Users must respect intellectual property, copyrights, and licenses to software, entertainment materials, published and unpublished documents, and any other legally protected digital information.

The school will protect information against unauthorized disclosure. The school reserves the right to access, monitor and record both stored or in-transit data and the usage of information technology resources when there is suspected or alleged impropriety, a business need for access in the absence of an employee, a request under the Freedom of Information and Protection of Privacy Act, or as otherwise required by law. The school has the right to use information gained in this way in disciplinary actions as prescribed in school policies, and to provide such information to appropriate internal and external investigative authorities.

Anyone witnessing unacceptable use of school information technology resources in a manner that contravenes this Policy, or suspects an information technology security incident, is obligated to report it to the IT Department help@adler.ca or Student Services, studentservices@adler.ca 416.923.4419.

The school reserves the right to withhold and revoke access to its information technology resources to any individual if there are reasonable grounds to suspect that their continued access to the resources poses a threat to the operation of the resource or the reputation of the school.

The school’s actions under this policy will be taken in accordance with the Ethical Conduct and Safe Disclosure Policy.
System administrators of information technology resources have the responsibility to investigate and take action in the case of suspected or alleged unacceptable use. With the approval of their supervisor and with due regard for the rights of users’ privacy and the confidentiality of users’ data, system administrators have the right to suspend or modify users’ access privileges to information technology resources. System administrators have the responsibility to take immediate action in the event the school is at imminent risk. System administrators may examine files, passwords, accounting information, data, and any other material that may aid in an investigation of possible abuse.

Non-compliance with this policy constitutes misconduct and may be handled under the applicable collective agreements, school policy, or law.

**Definitions**

Members of the School Community – school staff, faculty & students.

Information – Data, or aggregate data, created using school information technology resources.

Information technology resources – Information technology resources refer to all hardware, software, and supporting infrastructure owned by, or under the Custodianship of, the school that is used to create, retrieve, manipulate, transfer and store electronic information. This includes (but is not limited to), central and non-centrally supported computers, file systems attached to these computers, operating systems running on these computers, software packages supported by these operating systems, wired and wireless networks, telecommunication and hand-held devices, data stored on or in transit on the above, as well as electronic identities used to identify and authenticate the users of the aforementioned resources.

Electronic identity – An electronic identity is any means by which a person may be identified and authenticated to access an information technology resource. This includes, but is not limited to, an account name and password, encryption keys, proximity cards, swipe cards, smart cards, or other forms of identification.

Authorized guests – Other authorized users of information technology resources may include, but are not limited to, conference attendees, prospective students, and users of school public domain resources.

Information Technology Security Incident – Events where there is suspicion that:

- the confidentiality, integrity, and availability of school data has been compromised
- information and information technology resources are used for, or violated by, illegal or criminal activity
- information technology resources has been attacked, is currently under attack, or is vulnerable to attack.
System administrator – System administrator refers to the person or persons responsible for configuring, installing, maintaining, and supporting information technology resources for a faculty, department, and unit. A system administrator of an information technology resource may also be a user of that resource.

Copyright Act (Department of Justice)

Freedom of Information and Privacy Protection Act (Government of Ontario)

The Information Technology Use and Management Policy was approved by the AGPSI Board of Directors on November 9, 2016.
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