Welcome to ADLER!

For current and future practitioners in mental health or human services, ADLER’s offerings are designed to ensure professional success. Quality assurance, regulation, certification... professionals today cannot ignore market and legal requirements for demonstrating high standards in the services provided to clients and customers.

Why choose ADLER?

Unique amongst private educational institutions, ADLER offers a professional Master of Psychology degree (with full consent of the Ontario Ministry of Advanced Education and Skills Development), making ours the only such degree in Ontario.

A hands-on, applied approach characterizes all of our courses and programs.

Our instructors are all practitioners, bringing their professional experience into the classroom as well as training in the field. Our objective is to ensure students successfully secure employment, or assist them in their goal of developing further in the job they have.

We have a compact student body, enabling us to develop individualized courses and training.

We provide the option of taking individual graduate courses to retrain, upgrade, or remediate for registration or certification. ADLER programs and courses reflect current professional standards, and our students are informed about the latest changes in legislation or accreditation.

We’ve developed weekend and intensive schedules that are ideal for working adults, with a curriculum built on the principles of adult education. We offer the only graduate program in psychology that is tailored for individuals from a nontraditional psychology background.

As a professional organization, ADLER is built on Adlerian values of mutual respect and collaboration. We practice what we teach. ADLER continues a forty-year tradition of Adlerian graduate education and training in Ontario. Hundreds of our graduates throughout the province, in Canada, and internationally attest to how well we succeed in our mission.

We look forward to seeing you at ADLER!


PRESIDENT, ADLER GRADUATE PROFESSIONAL SCHOOL
The ADLER approach features a highly individualized path tailored specifically for each student. The Master of Psychology degree program has been designed with the flexibility to accommodate the needs of our students. Classes are scheduled on weekends and evenings, with full- and part-time options for degree and other programs, making them truly accessible to students with all levels of personal or work commitments.

ADLER’s collegial environment means students form a collaborative community with their professors. Our teaching faculty are all practitioners who bring real-life experience into the classroom as well as the mutually respectful learning process that characterizes the ADLER educational philosophy. Mentorship is provided by every instructor, and students are expected to become reflective scholar practitioners. This process requires a safe and supportive context, one in which our students’ strengths and capabilities are acknowledged and nurtured.

Students applying to the Master of Psychology program are supported throughout the application process, working with the Director of Admissions as well as the Student Services Team.

ADLER values the fact that students represent a range of diverse backgrounds. To that end, we don’t only focus on grades; we look at the applicant holistically and assess what they bring to ensure their success in the program. A part of this assessment process includes engaging in conversations with the ADLER faculty, who are looking at the applicant’s suitability for the program and also their likely fit with the profession of psychology.

For students who do not possess a traditional undergraduate honours degree in psychology, ADLER offers a Transitional Equivalency Program. This program provides an academic bridge to fulfil the mandatory undergraduate requirements of the College of Psychologists of Ontario (CPO).

All applicants to the ADLER Faculty of Psychology are required to complete GP-100: Thriving in Graduate School. This complimentary course is designed to assist students in creating an enriched statement of intent that will clarify their reasons for pursuing a graduate degree, as well as developing the skills that are important in ensuring a successful outcome in graduate school.
ADLER’s Faculty of Psychology accommodates both mid-career professionals and recent graduates who are looking to focus on the practical application of their skills, knowledge, and experiences, and to make a significant contribution as a member of the profession of psychology.

**WHY PSYCHOLOGY?**

Psychologists study how people think, feel, and behave from a scientific viewpoint, to assist them in understanding, explaining, and potentially changing their behaviour. Psychologists engage in research, practice, and teaching across a wide range of professional activities. In general, most psychologists work in five broad categories of employment: research, teaching, service provision, administration, and consulting.

Many psychologists combine two or more of these employment categories. For example, a master’s-level Psychological Associate may provide psychometric testing, diagnosis, and psychotherapy to clients, in addition to teaching at a community college. Depending on the practitioner’s qualifications, such work can involve individuals, groups, or families, along with experiences in larger systems such as education, health and mental health organizations, government, and industry.

Graduates from the ADLER Faculty of Psychology find career success in a broad spectrum of mental health services, including in hospitals, schools, clinics, regional health teams, correctional facilities, and employee assistance programs. Many of our graduates have their own private practices as well. Additionally, some have found career success as consultants, researchers, and faculty in both governmental and non-governmental organizations.

“In my experiences with both the Transitional Equivalency and Master of Psychology programs, I have found the faculty at ADLER to be warm, engaging, and always willing to help. Returning to school after several years in the professional field was a challenge, as was getting my head around student life! From the first phone call I made to the school I have encountered people who have helped me make the transition a seamless one. My professors have been engaging and passionate about their own work, which translates into their work in the classroom and in turn enhanced my excitement to enter the field of psychology. Adlerian philosophy embraces community and learning, which is inherently apparent the moment you walk through the doors of ADLER.”

Cydney Lebovitz
MPsy, 2015
Dean of the Faculty of Psychology, Gary holds a Ph.D. in psychology from Carleton University and has practised as a Registered Psychologist for the past eighteen years in the Toronto area. He attained his B.Sc. from the University of Toronto and M.Sc. from the University of Calgary. He has worked in various professional capacities, including within a provincial psychiatric hospital as a psychologist and Director of Quality Management and Program Evaluation. He has provided rehabilitation psychology services and supervision for graduate students and professionals seeking registration with the College of Psychologists. Dr. Challis has worked for the past fifteen years within a private practice as a registered clinical psychologist providing therapy, treatment planning, and assessments. 

Dr. Challis is a member of the College of Psychologists of Ontario and the Canadian Psychological Association.

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**PARTNERSHIPS**

*ADLER’s Faculty of Psychology partners with a variety of organizations to offer professional opportunities for their members.*

**ADLER LEARNING FEDERATION FOR RESEARCH, EDUCATION & DELIVERY OF SERVICES (ALFREDS)**

ALFREDS is a non-profit organization formed to support education in and practice of Adlerian psychology. Activities have included sponsorship of scholarships for ADLER’s Faculty of Psychology and other Adlerian programs, a Psychological Services Centre, and events to promote Adlerian Psychology. Members of the ALFREDS Board form ADLER’s Advisory Council. Faculty, staff, students, professionals, and interested members of the public may apply to become members of the ALFREDS Board by contacting ALFREDS@adler.ca.
PARTNERSHIPS

INTERNATIONAL COMMITTEE OF ADLERIAN SUMMER SCHOOLS AND INSTITUTES (ICASSI)

ICASSI holds sessions in various international locations for two weeks each summer in order to bring together teachers experienced in different aspects of Adlerian Psychology with interested students and practitioners.

NORTH AMERICAN SOCIETY OF ADLERIAN PSYCHOLOGY (NASAP)

NASAP’s mission is “to foster and promote the research, knowledge, training, and application of Adlerian Psychology, maintaining its principles and encouraging its growth.” The organization achieves its mission through activities of its local affiliates throughout Canada and the United States, publications such as The Journal of Individual Psychology, annual conventions, and connections with international Adlerian organizations. To apply for general or professional membership, please visit alfredadler.org/join_renew.

ONTARIO SOCIETY OF ADLERIAN PSYCHOLOGY (ONSAP)

As an Ontario affiliate of NASAP (see above), ONSAP provides a meeting ground for students of Adlerian psychology through an annual conference, regular newsletters, and special events. See onsap.org.

ONTARIO PSYCHOLOGICAL ASSOCIATION

Psychology faculty members and most students are members of the organization that represents professional psychologists in Ontario. For more information, visit psych.on.ca.

ONTARIO ASSOCIATION OF PSYCHOLOGICAL ASSOCIATES

Students who are intending to become registered with the College of Psychologists of Ontario as Psychological Associates may join OAPA as student members in order to benefit from the information and support offered by the group. For more information, visit oapa.on.ca.

For more information about ADLER Faculty of Psychology programs, including admission requirements and upcoming schedules, or to book an appointment with the Director of Admissions, please see the back cover for our contact details or visit adler.ca.
MASTER OF PSYCHOLOGY DEGREE (MPsy)*

ADLER’s Master of Psychology degree prepares students for registration as a Psychological Associate with the Ontario College of Psychologists, in clinical and counselling practice areas. The MPsy degree provides students with the knowledge, skills, and attitudes necessary in preparing them to offer psychological services in a variety of diagnostic, therapeutic, and assessment settings.

Unique to the ADLER Master of Psychology degree, applicants whose undergraduate degree is not a four-year honours in psychology may utilize our Transitional Equivalency Program to qualify for full admission to the MPsy degree program. For complete details regarding admission requirements in the program, visit adler.ca.

Schedule flexibility is a key differentiator of the Master of Psychology degree offered by ADLER. Unlike other graduate schools, our courses are offered on weekends (full-day Saturday and Sunday throughout the year) to accommodate working professionals looking for a graduate degree in psychology. ADLER students have the option to complete their MPsy degree in two (full-time) to five (part-time) years.

GP-100: THRIVING IN GRADUATE SCHOOL

Acceptance into graduate school, especially for students who have been away from post-secondary education for a number of years, presents unique challenges. From rekindling core academic skills and navigating online journal databases to writing graduate-level research papers linking psychological theory, research, and application, returning to graduate school can prove to be daunting. Nor is it easy to adopt the standpoint and practices of a truly reflective adult learner (and eventually practitioner) as well as balance the ongoing myriad of everyday life demands. Thriving in Graduate School intends to introduce new students to a variety of strategies, skills, and resources that will facilitate their transition to, and success in, graduate studies at ADLER and beyond.

GP-100 is a free, non-credit course required for all applicants seeking admission to any ADLER graduate degree or postgraduate certificate program, and optional for any student registered in any non-degree/non-postgraduate program.

*This program is offered under the written consent of the Ontario Ministry of Training, Colleges and Universities for the period from August 8, 2017 to August 7, 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).
THE BASE SEQUENCE
The Base Sequence is a core group of courses that begins with an all-day orientation and four full days of the two-credit course, IP-510: Motivation and Values. This course is offered over four weekdays. Remaining classes within the program are offered almost entirely on weekends.

Once a student has completed the required 36 credits as part of the Base Sequence, they are then eligible to move forward to the Applied Sequence.

THE APPLIED SEQUENCE
The Applied Sequence of the program consists of 30 required credits in coursework, three Practicum placements, a Major Research Project or Thesis, and a Comprehensive Exam. Students will complete their elective courses (6 credits) during this period.

DEGREE STREAMS
To provide students with options in the area of practice they might want to focus on, ADLER has developed a number of different certificate programs that can be used to complete the 6-credit elective component of their degree.

PSYCHOLOGICAL ASSESSMENT
This certificate is designed for students interested in working in a variety of settings, including school boards.

TRAUMA PSYCHOTHERAPY
This introduces students to working with individuals and couples from an Adlerian trauma-centred perspective.

ADLERIAN INTEGRATIVE PSYCHOTHERAPY
This certificate is designed for students interested in working with couples, families, and individuals, in an Adler-informed modality.

COGNITIVE BEHAVIOURAL THERAPY
The CBT program certificates offer hands-on, experiential training, taught by experts in the field.
DIALECTICAL BEHAVIOUR THERAPY

DBT is an intensive outpatient 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 mental health issues.

PROFESSIONAL COACHING

Students who wish to pursue coaching within the profession of psychology may complete 62 hours of professional coach training that comprises the educational component of requirements for certification by the International Coach Federation as an Associate Certified Coach (ACC).

MASTER OF PSYCHOLOGY DEGREE (MPSY)*

The ADLER Master of Psychology consists of the Base Sequence and Applied Sequence courses as well as an elective program and three capstones. See the course sequence map on pages 12 and 13 for an overview of the full program.

ELECTIVES

In addition to required coursework, a minimum of 6 elective credits are required for graduation. Students select elective courses based on their career goals, as well as their intention to develop specialized interests (see “Degree Streams” on page 8).

INTEGRATION SEMINARS

During the entire program, students meet regularly in a small group to integrate course material and their own professional development plans and accomplishments.

COLLOQUIA

Each trimester, students are asked to attend school Colloquia where faculty members, students, and invited guests provide presentations of interest to professional psychologists and human services practitioners. Emphasis is on new developments in research, as well as trends that integrate theory and research with current practice. Students are expected to incorporate Colloquia topics in their classes and Integration Seminars and may be invited to present their Master’s MRP (Major Research Project) or Thesis results to their colleagues at Colloquia.
CAPSTONES

In addition to coursework, three further capstone requirements complete a student’s preparation:

1: MASTERS COMPREHENSIVE EXAM

In their final year, students present their MRP or Thesis findings and summarize their learning in a written and oral presentation to faculty members and incoming students.

2: PRACTICUM

The Practicum capstone provides hands-on experience in competencies that meet the professional goals of the student. All Practicum placements are conducted under the supervision of a senior Site Supervisor (typically either a registered psychologist or Psychological Associate). Each student is ultimately responsible for securing their placements and successfully completing 900 hours of Practicum experience. At least one of their practica must involve assessment. The Director of Clinical Training at ADLER is responsible for approving Practicum sites as well as providing support and assistance to students in identifying, selecting, and completing their Practicum hours. MPsy students should expect to be on site at their selected Practicum placement for a minimum of one full day per week during the Applied Sequence, although some sites may allow a schedule of two or more evenings or weekends.

PRACTICUM SEMINARS

Students attend monthly Practicum seminars for support while completing their Practicum placements during the Applied Sequence. Students will present and critique clinical, counselling, psychotherapy, or coaching case material. They benefit from peer consultation, sound clinical instruction, and developmental supervision necessary for the enhancement of their professional skills.

3: MAJOR RESEARCH PROJECT/THESIS

MPsy students are required to complete a Major Research Project (MRP) or Thesis on a chosen topic, which includes a critical literature review and theoretical component. Students will develop a proposal and select a supervisory committee for their MRP/Thesis from faculty members and external subject matter experts. Students may identify clinical or other applied issues during the program that may guide their critical literature review. The outcome of an MRP could, for example, be a contribution to theoretical integration regarding a treatment, diagnosis, syndrome, or application; history of changes in an approach or interpretation; or a practical program based on theory identified in the literature review. An MRP does not require generating an
original empirical research product that is publishable. A Thesis, on the other hand, involves a quantitative or qualitative project intended to contribute to empirical research. Students complete either an MRP or a Thesis, depending on their topic and interest.

CONVOCATION

Students who successfully complete all degree requirements are eligible to attend convocation. This special ceremony is held every spring and celebrates the achievements of the graduating cohort.

“AGPS gives more than just an excellent master’s program delivered by highly qualified practising professionals and experts. It offers a diversity of approaches and programs that makes the experience there feel tailor-made. The balance of academic excellence and practical skills built my confidence, while the environment of collaboration and mutual respect from all faculty ensured that I felt supported throughout and beyond the program. I was almost sorry to leave!”

Sarah Hallett
MPsy, 2015
ADLER GRADUATE PROFESSIONAL SCHOOL

Trimester I
12 credits

- Motivation & Values 2 cr
- Interviewing & Alliance 2 cr
- Ethics & the Law 3 cr
- Social Dimensions of Psychotherapy 1 cr
- Psychometric Assessment 3 cr
- Quantitative Analysis I 1 cr
- Integration Seminar 0 cr

Trimester II
12 credits

- Psychopathology I 3 cr
- Comparative Psychotherapy 3 cr
- History & Systems 2 cr
- Assessment: Intellect & Cognition 3 cr
- Quantitative Analysis II 1 cr
- Integration Seminar 0 cr

Trimester III
12 credits

- Psychopathology II 3 cr
- Psychotherapy: CBT 3 cr
- Safe & Effective Use of Self 2 cr
- Assessment: Personality & Psychopathology 3 cr
- Quantitative Analysis III 1 cr
- Integration Seminar 0 cr
### Trimester IV
12 credits

- Psychodiagnostic Case Concept
  - 2 cr

- Electives
  - 2 cr

- Qualitative Inquiry
  - 2 cr

- Practicum Seminar I
  - 1 cr

- Psychology Practicum I
  - 3 cr

- MRP/Thesis I
  - 2 cr

- Integration Seminar
  - 0 cr

### Trimester V
12 credits

- Neuropsychology
  - 2 cr

- Electives
  - 2 cr

- Human Development
  - 2 cr

- Practicum Seminar II
  - 1 cr

- Psychology Practicum II
  - 3 cr

- MRP/Thesis II
  - 2 cr

- Integration Seminar
  - 0 cr

### Trimester VI
12 credits

- Pharmacology
  - 2 cr

- Electives
  - 2 cr

- Professional Communications
  - 2 cr

- Practicum Seminar III
  - 1 cr

- Psychology Practicum III
  - 3 cr

- MRP/Thesis III
  - 2 cr

- Integration Seminar
  - 0 cr

*Subject to change. Student choices in workload and electives may affect their path through the academic program. Individual experiences may vary.*
TRANSITIONAL EQUIVALENCY (TQ)

Until now, students without a traditional four-year honours undergraduate degree in psychology have faced limited options when it comes to gaining admission to a master’s-level graduate degree in psychology that leads to registration with the College of Psychologists as a Psychological Associate.

ADLER’s Transitional Equivalency (TQ) Program bridges the gap between students’ current academic qualifications and those required by a master’s degree. It also covers the four pillars of psychology required by the Ontario College of Psychologists (Biological, Cognitive-Affective, Social Bases of Behaviour, and the Psychology of the Individual), along with the necessary knowledge surrounding statistics and research methods. For more information on the College of Psychologists’ undergraduate and graduate educational requirements for the professional designation of Psychological Associate, visit www.cpo.on.ca.

Students interested in the TQ Program are required to complete an application for the Master of Psychology degree. Conditional acceptance will be offered to those who meet basic program requirements, including an undergraduate degree with at least one full university course in psychology (6 credits/72 hours). Admitted students then complete the Transitional Equivalency Program to gain full admission to the MPsy degree program.

Each student’s individual requirements are assessed for Transitional Equivalency and a study plan is created. The student works with the Director of the Transitional Equivalency Program on an individual and/or small-class basis to complete their required course(s).

Transitional Equivalency classes are usually held on Monday and Thursday evenings from 6 p.m. to 9 p.m. throughout the entire year. It may take anywhere from 2 to 18 months, depending on the number of courses required for completion.

At the beginning of the Transitional Equivalency Program, students are required to complete GP-100: Thriving in graduate School (see page 7).

To apply for the Transitional Equivalency Program, you must have:

- A minimum 3-year undergraduate degree with a B average
- One full psychology course (6 credits) including introductory psychology

For more information, or to book an appointment with the Director of Admissions, please see the back cover for our contact details or visit adler.ca.
CERTIFICATE IN PSYCHOLOGICAL ASSESSMENT

ADLER’s Postgraduate Certificate in Psychological Assessment is for students with an existing background in psychological assessment who are members of the College of Psychologists of Ontario (CPO) or are currently enrolled in a master's program that will allow them to apply to the College. This certificate provides students with the knowledge and skills to work as members of a psychology department, particularly in an academic setting. Graduates work as assessors in school boards and the Workplace Safety and Insurance Board (WSIB), as well as in private practice.

CERTIFICATE IN ADLER TRAUMA PSYCHOTHERAPY

This certificate program may be taken as continuing professional education in modality-specific competencies for health professionals who are allowed to perform psychotherapy (psychotherapists, psychologists, doctors, nurses, social workers, or occupational therapists) or for elective credit in the Master of Psychology program.

ADLER Trauma Psychotherapy is based on extensive research that connects the experience of traumatic stress with common mental and physical problems, including anxiety, depression, addictions, self-harming behaviours, personality disorders, interpersonal and family dysfunction, and a multitude of somatic symptoms. This program is designed for those looking to specialize in Trauma Psychotherapy or add it to other treatment modalities. Courses and requirements are reviewed and updated annually to fulfill the modality-specific requirements of the College of Registered Psychotherapists of Ontario (CRPO).

Alfred Adler’s emphasis on social context is the link between trauma psychotherapy and the Adlerian tradition. Trauma psychotherapy strives to interpret and reframe the individual’s response to overwhelming situations, transforming maladaptive coping strategies into socially beneficial ones. The significance of this perspective, the flexible use of techniques from various psychotherapies, and the applicability to individual, couple, and family psychotherapy continue to drive evolution in this leading-edge field.

For a complete outline of requirements necessary for obtaining a Postgraduate Certificate, please visit adler.ca.
CERTIFICATE IN ADLERIAN INTEGRATIVE PSYCHOTHERAPY

This program may be taken for credit as electives in the MPsy program to fulfill modality-specific competencies required for CRPO membership as a Registered Psychotherapist. It is designed for those specializing in Adlerian Psychotherapy and for anyone interested in using Adlerian understanding in their current practice.

Adlerian Integrative Psychotherapy is based on the Adlerian approach of Individual Psychology, a holistic approach that gives a therapist a profound depth and breadth in understanding individuals, couples, and families. This program is designed for those seeking a strong foundation in therapeutic practice. Psychodynamic, cognitive-behavioural, existential, humanistic, constructivist, solution-focused, group, family and community psychology, as well as professions of coaching and consulting, can all trace many of their concepts to Adler’s social, teleological, idiographic, positive, and holistic ideas.

Viennese psychiatrist Alfred Adler (1870-1937) developed a theory and method of psychotherapy that provided a basis or a stimulus for many current psychotherapy approaches and modalities. He called his approach “Individual Psychology” because he understood the unique and creative ways that individuals find in their developmental years to approach life’s tasks. This understanding helps our clients to transform their lives. Adlerian Psychotherapy and Counselling will enhance anyone’s therapeutic practice.

The program is reviewed and updated annually to fulfill the modality-specific requirements of the College of Registered Psychotherapists of Ontario.

For a complete outline of requirements necessary for obtaining the Postgraduate Certificate in Modality-Specific Programs in either Adlerian Integrative Psychotherapy or Adler Trauma Psychotherapy, please see the back page for our contact details or visit adler.ca.
A HANDS-ON, APPLIED APPROACH CHARACTERIZES ALL OF OUR COURSES AND PROGRAMS
With locations around the world, ADLER offers a globally respected, in-depth coach training program and model that can be applied to virtually any coaching situation. We prepare our coaches to use depth of knowledge and best practices in coaching, while finding their own unique style and voice as a coach.

ADLER takes the lead in providing coach training that is grounded in theory, informed by research, and at the forefront of defining professionalism in coaching. At ADLER we believe that a combination of six criteria makes our Coach Training programs unique and effective: depth, breadth, applied learning, experiencing your own coaching, in-person contact, and quality of trainers and mentors.

We are committed to high-quality training. Our faculty of top coaches draws on extensive experience with coaching and coach training to create a solid foundation for this fast-growing profession, as well as to provide rich experiential learning in proven coaching techniques, making us a leader in the field of coach training.

“Outstanding value. This course far exceeded my expectations. It was incredibly rich in content and extremely well taught. No matter what I do next, this course has forever changed how I will approach coaching relationships for the better.”  
Jane Kidner

**WHAT IS COACHING?**

The ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential, particularly important in today’s uncertain and complex workplace environment.

**WHY ADLER?**

We provide transformative learning opportunities for coaches to marshal their own strengths and experience in highly effective and meaningful ways to support positive change and development in other individuals and organizations. Our coaching approach is anchored in core elements of mindset and philosophical/theoretical principles that support students in shifting from merely “doing” coaching to truly “being” a coach.

The ADLER coaching program is offered internationally via affiliates in the United States, Jordan, and Turkey, and continues to expand globally.
OUR FACULTY

ADLER coaching faculty are ICF-accredited, practising professional coaches. They draw on their experiences with both coaching and training to develop sound foundations for this fast-growing profession to provide up-to-date practical techniques. Our faculty are part of what makes the coaching program at ADLER a true leader in the realm of coach training.

FACULTY PROFILE

LYDIA ROY
BCC, MCC

Director of Training and Dean of the Faculty of Professional Coaching, Lydia has coached top business leaders and helped teams and individuals to manage change, improve productivity, and figure out and achieve their own definition of success. She has mentored hundreds of coaches and knows the ADLER coaching program from the inside out. She successfully graduated from the ADLER program and has achieved the level of Master Certified Coach with the International Coach Federation. Lydia’s first book, The Magic of Change: 7 Strategies to Get Unstuck, was released in 2014.
PROGRAM OVERVIEW

ADLER offers a variety of ICF-accredited coaching courses and packages, whether you’re looking to become a fully certified professional coach or incorporate coaching tools to enhance your skill set in your current role. ADLER’s flexible course packages allow you to pursue the training and accreditation that meet your unique needs. Your journey begins with our Foundations in Professional Coaching course, offered as a week-long intensive or over two weekends. All of our Foundations courses are backed by our Risk Free Money Back Guarantee.

COACH TRAINING PACKAGES

THE ESSENTIAL COACH

This package is perfect if you’re looking to become an Associate Certified Coach (ACC), the first accreditation level with the International Coach Federation (ICF). The Essential Coach provides you with a solid understanding of the ICF’s coaching competencies and professional and ethical requirements. This package includes two week-long courses, Foundations of Professional Coaching (30 hours in person + 2 hours of teleclasses) and Core Competencies of Professional Coaching (30 hours in person), and 10 hours of mentor coaching. Then, after 100 hours of client coaching, you’ll be ready to take the ICF’s Coach Knowledge Exam. Concise yet robust, the Essential Coach package is typically completed within six months.

THE ADVANCED COACH

This package provides an additional 30 hours of coach-specific training beyond the minimum required by the ICF for the ACC credential. The Advanced Coach provides more practice, more feedback, and a deeper understanding of how to utilize these skills in your workplace and day-to-day living. In addition to the basics, you’ll experience enhanced coaching exercises and learn advanced skills, including how to use metaphors in coaching and the inner self processing system. This package also has a greater emphasis on workplace coaching. If you’d like to take your coaching to an even greater depth, you can add the Practicum at a later date.
THE EXPERT COACH

This package is for students looking to maximize their potential. It provides training towards all of the ICF credential levels: the Associate Certified Coach (ACC), Professional Certified Coach (PCC), and Master Certified Coach (MCC).

The Expert Coach package includes the three courses in the Advanced Coach Program, plus an additional 48 hours of training in the Practicum component, for a total of 140 hours of coach-specific training.

ADLER’s Practicum is an eight-month program designed to enhance your coaching competencies and transition you into the world of an active coaching practitioner. You’ll complete seven hours of group mentor coaching, which can be counted towards your ICF credentialing requirements (see the ICF’s website at coachfederation.org/icf-credential for a full list).
COURSES

FOUNDATIONS OF PROFESSIONAL COACHING – 30 TRAINING HOURS + 2 TELECLASS HOURS

The Foundations of Professional Coaching offers a rigorous grounding in the ADLER coaching model via an interactive, stimulating environment of hands-on experience. This course introduces the foundational concepts, models, and processes associated with the ADLER approach, and will anchor you in the coaching mindset while you practise the core competencies of professional coaching. Skills learned in this course serve as an integrative foundation throughout training for certification. In addition, students are introduced to intentional change theory – why and how sustainable desired change can occur at all levels of human and social interaction. Role-play, peer coaching, and experiential exercises underline the importance of awareness of self and others required to develop strong coach–client relationships for sustainable change.

CORE COMPETENCIES OF PROFESSIONAL COACHING – 30 TRAINING HOURS

Building on the concepts, models, and processes learned in Foundations, this course will deepen your understanding of the coaching process and strengthen your knowledge and application of the ICF competencies. Core Competencies focuses on choice and trust, exploring the notion of self-responsibility embedded in choice, and the importance that trust plays in bringing about change and being at your best – both as a coach and for the client.

COACHING IN THE CONTEXT OF WORK – 30 TRAINING HOURS

This course explores the individual in the context of systems, and how coaching supports people in their work and lives. This course will substantially expand your coaching skills, while providing a deeper understanding of the impact of the workplace in people’s lives and the impact of coaching in the workplace. You’ll learn additional tools and practices to enhance your application of the core competencies in the work environment.

MOVING TOWARDS ARTFUL COACHING – 30 TRAINING HOURS

This course integrates your learning and deepens your ability to coach artfully and creatively. It provides experience with a range of tools and processes to enhance
coaching effectiveness. You’ll be coaching through the lens of leadership, an integrative theme for many coaching engagements in both life and work. This course covers metaphor as a tool for exploration and transformation, creativity for both coach and client, the role of leadership in coaching, and using intuition to develop personal and professional growth.

MENTOR COACHING PROGRAM (VIRTUAL) – 10 HOURS

The ADLER Mentor Coaching program provides you with additional support and feedback, further developing and enhancing coaching presence and coaching skills using the ICF core competencies. This program includes 10 hours of Mentor Coaching, as required for ICF accreditation. Seven hours are offered as a small-group webinar and three hours are one-to-one calls or credential renewal with experienced Mentor Coaches from the ADLER faculty (accredited by the ICF at a minimum PCC level). Demos, exercises, and peer coaching will deepen your understanding of the coaching relationship and bring your coaching to a new level. Group size varies from six to ten participants.

PRACTICUM (FACE TO FACE OR VIRTUAL) – 48 TRAINING HOURS – INCLUDES 7 HOURS OF GROUP MENTOR COACHING

The Practicum consolidates and deepens your learning from Foundations, Coaching in the Context of Work, and Moving Towards Artful Coaching. You’ll meet with your Practicum group once per month, completing 48 hours of instruction over a 6-month period.

The Practicum combines a variety of learning experiences, including:

- Practical application of coaching principles and skills through coaching
- Personal reflection on the coaching experience
- Peer and supervisor mentoring and feedback
- Experience of the coaching process from a client’s perspective

During the Practicum, students become active coaching practitioners, receiving feedback on their coaching through supervision from faculty, and share their learning through case studies and labs.
At ADLER, our Foundations course is “Risk Free” – if you feel you are not able to use any of the skills acquired in the Foundations module and coaching is not for you, then ADLER will refund your tuition. Some conditions may apply.

**CERTIFICATION EXAM (ACPC)**

The Certification Exam consists of both a written and an oral component. Candidates must have successfully completed a Practicum and logged a minimum of 100 hours of coaching experience before sitting for the exam.

**ADLER DESIGNATIONS**

Upon completion of the Practicum, you’ll be recognized as an ADLER Trained Coach (ATC). After successful completion of both the Practicum and ADLER’s Certification Exam, you’ll be awarded the designation of ADLER Certified Professional Coach (ACPC).

**ICF CREDENTIALS**

Graduation as an ACPC satisfies the requirements for the International Coach Federation’s (ICF) credential, Associate Certified Coach (ACC). To obtain your ACC credential, apply to the ICF with your proof of graduation from ADLER, your log of 100 hours (max. 25 hours pro bono), and the ICF application and corresponding fee. The only additional requirement for ICF certification is ICF’s online multiple-choice exam, which covers ICF’s Coaching Definition, Core Competencies, and Code of Ethics – all of which are covered in ADLER’s coaching curriculum.

*For more information about the ICF’s coach credentialing process, check out their website at coachfederation.org/icf-credential.*
Completing three ADLER courses and a Practicum meets the training requirements for the ICF’s second level of coach credentiaing, the Professional Certified Coach (PCC). To apply for the PCC credential, you must log a total of 500 hours from the start of your coach training (max. 50 pro bono). You’ll submit your coaching hours log and your proof of graduation to the ICF. If you’ve already written the ICF exam, you do not need to repeat it.

For all specific requirements regarding ACPC accreditation, please visit coachfederation.org.

ADDITIONAL COACHING COURSES

These courses offer additional specialized training in coaching or in the coach approach for leaders, managers, HR professionals, teachers, and other human services professionals. For complete course descriptions, please visit adler.ca.

COACHING IMPACT

This course offers effective coaching skills to enhance your professional and personal relationships, in a convenient two-day program. If you’re not planning to become a professional coach, this course provides the benefit of a coach approach without the commitment of a full training program. During this intensive session, you’ll practice and experience the tools as both coach and “coachee,” giving you the confidence to integrate your learning in work and life.

COACHING/CHANGING WITH THE BRAIN IN MIND

In this two-day program, you’ll utilize neuroscience to better understand the development of brain-based skills that support coaching competencies.

You’ll learn how the brain makes decisions and solves problems, giving you greater knowledge, awareness, and skills to develop the potential of your teams. This course develops your profile as a coach by teaching you to leverage change in a collaborative environment.
COACHING STRATEGIES, COMPETENCIES, AND SKILLS FOR LEADERS

This course provides leaders with the foundational skills to build better relationships and conduct effective coaching conversations. It offers an in-depth focus on the mindset, skills, and competencies involved in the coaching process.

In this two-day session, leaders will:

• Be introduced to the coaching framework and how it is applied in the workplace
• Develop awareness of the mindset, limiting beliefs, assumptions, and other barriers that can hinder performance
• Have opportunities to practise the tools, competencies, and skills of coaching
• Engage in an action-planning personal accountability process that increases the potential to produce desired results

For more information about ADLER Faculty of Professional Coaching training programs, see the back cover for our contact details or visit adler.ca.
This course was truly a mind-opening experience. It taught me not only the foundational skills and concepts of coaching, but also allowed me to gain some real insight into who I am and what I’d like to achieve for myself.”

Lili Shalev Shawn
ICF CREDENTIALING

ACSTH PATHWAY TO ACC

ADLER
Foundations of Professional Coaching
(30 Hours + 2)

ADLER
Competencies of Professional Coaching
(30 Hours)

ADLER
Mentor Coaching
(10 Hours)

ICF CREDENTIALING

ACTP PATHWAY TO ACC/PCC

ADLER
Foundations of Professional Coaching
(30 Hours + 2)

ADLER
Coaching in the Context of Work
(30 Hours)

ADLER
Moving Towards Artful Coaching
(30 Hours)

ADLER
Practicum
(48 Hours)
THE ESSENTIAL COACH

Coaching Hours (100 Hours) + ICF COACH Knowledge Assessment = ACC ASSOCIATE Certified Coach ACSTH

THE EXPERT COACH

Coaching Hours (100 Hours) + ICF COACH Knowledge Assessment + ADLER ACPC Exam = ACC-ACTP Certified Coach
COACHING IS A WAY TO CREATE CHANGE THAT WILL LEAD TO A DESIRED RESULT
ADLER COACHING SERVICES

ADLER Coaching Services offer an opportunity to experience coaching and discover the amazing impact it can have in many areas of your life.

This service will be provided at a fraction of the normal cost, as part of ADLER’s mission to serve the community.

Coaching is all about positive movement, going from where you are today to where you would like your future to be.

In today’s fast-paced environment so many people are in transition, dealing with change, or looking for new opportunities. This is the perfect time to experience the support and expertise of a professional coach.

WHY WORK WITH A COACH?

Coaching can help you clarify your goals, discover your strengths, find fresh perspectives on personal challenges, enhance your decision-making skills, create greater interpersonal effectiveness, increase your confidence, and so much more.

Coaching can create appreciable improvement in productivity, satisfaction with life and work, and the attainment of relevant goals.

We connect you with coaches who have completed at least 90 hours of coach training through an ADLER certified coaching program. They are developing their skills in Practicum on their way to certification.

If you would like to find out more about this opportunity to access high-quality coaching in an affordable way, please contact our Learning Coach Coordinator at info@adler.ca.
Dean of the Faculty of Continuing Education, Beatrice has spent over 25 years in the field of social work as a clinician, administrator, educator, and the Director of Admissions at the Faculty of Social Work, University of Toronto. A visionary and entrepreneur, Beatrice founded TAPE Educational Services in affiliation with the Continuing Education Division at the University of St. Michael’s College in the University of Toronto. Through TAPE, she developed continuing education programs and certificates for healthcare and human services workers, teaching both in-house and at agencies or organizations. Beatrice has served on and chaired a number of boards of directors, and in September 2017, she ended her 10-year service as a member of the Council of the Ontario College of Social Workers and Social Service Workers, of which three were as its President.

OVERVIEW OF PROGRAMS

To enter and maintain a competent practice in mental health or human services, practitioners require ongoing professional education as well as opportunities for supervised practice. The Faculty of Continuing Education at ADLER provides both.

ADLER’s Faculty of Continuing Education offers certificate programs that incorporate a case-based learning approach, encompassing theoretical discussion supported by real-life cases, scenarios, and role-playing. This approach provides experience with actual day-to-day challenges.

Many ADLER Continuing Education courses qualify for programs like the educational subsidy for social workers, or as Continuing Education credit hours for the Canadian Counselling and Psychotherapy Association. Contact your organization to determine eligibility of a particular course.
The Cognitive Behavioural Therapy (CBT) programs offered by the Continuing Education faculty at ADLER provide up-to-date information and knowledge regarding this treatment modality. The program is offered in three sequential levels, with the expectation that participants will follow the sequence as presented.

CBT-100

**FUNDAMENTALS OF COGNITIVE BEHAVIOURAL THERAPY**

*(36 HOURS)*

**CBT-101: INTRODUCTION TO CBT**  
**CBT-102: INTRODUCTION TO DEPRESSION**  
**CBT-103: INTRODUCTION TO ANXIETY**

This first level of the certificate program covers the basic theory and introductory applications of a wide array of cognitive and behavioural techniques used in the treatment of various emotional and anxiety disorders.

CBT-200

**ADAPTED CBT TECHNIQUES FOR DIAGNOSTIC POPULATIONS** *(36 HOURS)*

*Prerequisite: CBT-100*

**CBT-201: CBT FOR GAD, WORRY AND OCD**  
**CBT-202: CBT FOR ANGER AND BIPOLAR DISORDER**  
**CBT-203: CBT FOR SUBSTANCE USE ISSUES**

This second level of the CBT certificate program of study focuses on the modifications and applications 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. Our instructors 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).
A HIGHLY
INDIVIDUALIZED
PATH TAILORED
SPECIFICALLY FOR
EACH STUDENT
CBT-300
ADVANCED CBT SKILLS AND SPECIALTY SETTINGS
(36 HOURS)

Prerequisite: CBT-200

CBT-301: INTERMEDIATE & CORE BELIEFS
CBT-302: TRAUMA AND PTSD
CBT-303: CBT FOR GROUPS

This third level of the CBT certificate program is designed to help participants 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. Additionally, in this section of the CBT certificate program, the diagnostic criteria and differential features for Post-Traumatic Stress Disorder (PTSD) will be examined.

CERTIFICATION

Participants who wish to receive a postgraduate certificate in Cognitive Behavioural Therapy must have completed all three modules (CBT-100, 200, and 300) – including completion of each of the corresponding online evaluations. The certificate will list the levels completed and the number of hours.
DBT – DIALECTICAL BEHAVIOUR THERAPY

An intensive outpatient 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-harming, 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. During this training, participants will learn the theoretical underpinnings of DBT, group and individual components, and DBT skills from each of the four modules.

Learning outcomes:

- How to conceptualize borderline personality disorder using the biosocial theory
- The components of standard Dialectical Behaviour Therapy
- How to balance validation and change strategies
- Skills for clients, including mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness
- How to conduct a behavioural analysis and solution analysis of problematic behaviours
- How to use commitment strategies to enhance client engagement in the treatment process

MINDFULNESS TRAINING FOR EMOTIONAL RESILIENCE (MTER)

Mindfulness Training for Emotional Resilience (MTER) is a brief 4-session program that teaches introductory mindfulness and emotion regulation skills to people struggling with mental health challenges, with an emphasis on psycho-education and brief meditation practices. This program teaches the participants to use mindfulness to engage in daily life, regulate difficult emotions, and develop a feeling of safety in the body. It also prepares them to participate in longer, more intensive 8–10-week groups, if they so choose. Concepts from Sensorimotor Psychotherapy, such as the window of tolerance, and basics of neuroscience are taught within the program to help participants understand the importance of modulating arousal in order to stay well.
ADLER TRAUMA PSYCHOTHERAPY CERTIFICATE PROGRAM

This certificate program may be taken by health professionals who are allowed to perform the act of psychotherapy (psychotherapists, psychologists, doctors, nurses, social workers, or occupational therapists).

Trauma psychotherapy strives to interpret and reframe the individual’s response to overwhelming situations, transforming maladaptive coping strategies into socially useful ones, and to examine the resiliency of individuals by de-pathologizing them – moving from “What’s wrong with you?” to “What happened to you?”

Professionals working with people, in any capacity, will be working with trauma. Each course will equip students with a trauma-informed framework that will serve as a critical guide for all future interactions with a variety of populations.

INTRODUCTION TO TRAUMA INFORMED CARE (36 HOURS)
AT-101: FOUNDATIONS OF TRAUMA I
AT-102: FOUNDATIONS OF TRAUMA II
AT-103: INTERGENERATIONAL TRAUMA

This certificate provides an opportunity to become immersed in the fascinating and cutting-edge field of trauma. Participants will be exposed to theory and research, as well as unpacking the most important concepts, strategies, and applications for understanding and treating trauma.

Working in the helping professions inevitably leads to encountering the impact of trauma. Whether it be in the educational system, mental health organizations, shelters, immigrant and refugee services, primary care, or first responders, the list is endless. The highly practical course contents will be of interest to all practitioners who have some basic understanding of trauma and who wish to develop their skills further.

ONLINE COURSES

FOR CLINICAL PRACTICE

ONLINE CBT

LEVEL 1: COGNITIVE BEHAVIOURAL FOUNDATIONS

Up to 6 months to complete – 24 hours Online Format

Cognitive Behavioural Therapy was first used during the 1950s and 1960s, pioneered by American psychiatrist Dr. Aaron Beck. Its first application was with hospital inpatients experiencing clinical depression. But as the decades passed, the interventions Dr. Beck used began to undergo the structuring they required to be used with more people in many other situations. Eventually, CBT made its way out of inpatient units and into the global population at large. This course is a vibrant introduction to the foundations of cognitive behavioural practice, designed with the cultural and contextual implications of a wide
variety of students in mind. Students will leave with the basic practical techniques required to begin practice, including a coursepack of 20 worksheets (the CBT “interventions”) that can be duplicated for use.

**LEVEL 2A: CBT WITH MENTAL HEALTH & ADDICTION**

*Up to 6 months to complete – 24 hours Online Format*

For a variety of reasons, the incidence of almost every mental health disorder is rising quickly. The World Health Organization has predicted that clinical depression alone will be a leading cause of workplace disability worldwide by 2020, second only to ischemic heart disease. Suited for those in clinical practice with adult mental health disorders, this level will apply the interventions of CBT to the most commonly seen DSM-5 disorders in everyday practice, including depression, anxiety, and substance use. This course will also assist practitioners in learning to think critically about the nature of the mental health “epidemic” and how to be a change agent within it. Students will leave with convenient “treatment summaries” for each disorder (the “coursepack”) that they can refer to in session and apply to practice right away. There are no textbooks required for this course.

**LEVEL 2B: ADVANCED CBT WITH COMPLEX MENTAL HEALTH**

*Up to 6 months to complete – 24 hours Online Format*

Practitioners will routinely find themselves challenged by cases that are more complicated in nature. These challenges might occur because the symptom list is confounding, because there is more than one diagnosis, or because the presenting issue is complicated in origin. Topics covered in this course include personality disorder, OCD, PTSD (single- and multiple-episode traumas), and bipolar spectrum disorder. Students will leave with convenient “treatment summaries” for each disorder (the “coursepack”) that they can refer to in session and apply to practice right away. There are no textbooks required for this course.

**LEVEL 2C: CBT WITH FAMILIES: COUPLES, KIDS AND YOUTH**

*Up to 6 months to complete – 24 hours Online Format*

As one part of a family system encounters change, the whole unit must adjust. This course looks at how to apply the cognitive behavioural model to work with couples, children, and youth. Looking closely at common, contemporary issues that present in the therapy room, students will leave with an understanding of how to apply the skills learned in Level 1 in creative and concrete ways to couples, children, and adolescents (4-18 years). Students will leave with an 80-page workbook of tools that includes CBT worksheets formatted to couples, kids, and youth that can be downloaded and duplicated. This course ends with a look at cultural considerations of “the family,” with special focus on work with First Nations and Aboriginal communities.
ONLINE COURSES

DBT INFORMED PRACTICE
Up to 6 months to complete – 24 hours Online Format

“Prepare the person for the path, not the path for the person.” In your therapy practice, you’ll encounter clients whose emotions overwhelm them. Overwhelming emotion will often serve as a block to the work of deeper therapies, such as MFT, EFT, CBT, or ACT. DBT Informed Practice will teach you to help clients achieve greater emotional stability. This course is suitable if you work in community practice with issues such as suicidality, self-harm, and some personality disorders. Through eight online modules, you will learn how to apply strategies across many contexts to support the client towards stabilization and long-term mental health. It is recommended that you have access to a live client (or someone willing to role-play) for this course.

MOTIVATIONAL INTERVIEWING: COACHING FOR CHANGE IN THE THERAPY ROOM
Up to 6 months to complete – 10 hours Online Format

Therapists will regularly find themselves in client conversations that are characterized by ambivalence, uncertainty, and low motivation. This is normal, though once called “resistance.” Therapists today must understand how they contribute to or take away from increased motivation with people at all stages of the change cycle. This course will give students a required toolkit that empowers them to rely not on the client’s “will,” but on powerful, evocative questions that increase motivation and create change through strong coaching and dialogical skills within the therapeutic relationship.

CLINICAL SUPERVISOR TRAINING
Up to 6 months to complete – 24 hours Online Format

Watkins et al. said, “We would never dream of turning untrained therapists loose on needy patients, so why would we turn untrained supervisors loose on therapists who help those needy patients?” The need for quality supervision and oversight has become a large demand in many contexts. This course will introduce emerging supervisors to methods, practices, and metrics that guide the supervision pathway.

You will learn concepts to guide the supervision relationship, evidence-based measures for evaluation, and common themes that emerge during clinical supervision. You will require access to a live supervisee (or a colleague willing to role-play). You will complete four supervision encounters with your supervisee. A live one-on-one grading and review of your supervision tape with an experienced supervisor will be required. Note: Though this course is suitable for any aspiring clinical supervisor (teaching techniques, theories of adult learning), sample forms and metrics used are taken from the CBT model. Non-CBT supervisors will need to find comparable tools for other modalities.
CBT FOR EDUCATORS

Up to 6 months to complete – 18 hours Online Format

The emotional and psychological health of students is becoming increasingly complex, taxing teachers and their classrooms. For many educators today, attending to the psychological mindset of the student is playing a larger and larger role, despite the fact that many educators have had no training in how to do this. Whether you’re a child or adult educator, guidance counsellor, coach, or principal, you’ll learn to address these realities with students today. You’ll be supported by two coursepacks of worksheets (one for child and youth students and one for adult learners). This course covers the following learning objectives:

• How to think about student behaviours with the lens of the whole self
• How to set up a dialogue about behaviour and emotion as it pertains to the learning environment
• How to use a specific form of conversation with students so that both insight and motivation are effectively increased
• How to use the worksheets to teach basic but important psychological skills to students

FOR BUSINESS PROFESSIONALS & LEADERS

LEADERSHIP FUNDAMENTALS

Up to 6 months to complete – 15 hours Online Format

For professionals, it can be stressful and discouraging to find yourself lacking leadership skills. You were promoted because you’re good at what you do, but now you’re lacking the leadership skills you need to feel confident and thrive in your new position. This course addresses that gap by introducing you to eight competencies of good leadership, including building cohesive teams, hiring and retaining great people, and managing change effectively. Note: You may opt to take the online curriculum only OR the curriculum plus coaching. Curriculum plus coaching includes three live or remote coaching sessions with a trained coach (these sessions are often covered by RSW third-party insurance plans).
ONLINE COURSES

BECOMING A COACH-LIKE PROFESSIONAL: MOTIVATIONAL INTERVIEWING

Up to 6 months to complete – 10 hours Online Format

As professionals, we know the value of communicating effectively with those we work with. But in a busy work environment, it’s easy to default to teaching, “telling,” or attempting to persuade our colleagues. Adopting a coach approach can change the way you relate to others and get things done. The International Coach Federation defines coaching as “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.” The heart of coaching is a conversation about change, and you can significantly improve your coaching skills by understanding the fundamentals of how to motivate change. In this course, we look at the anatomy of a coaching conversation, how to elicit more change-talk with others, how to work with seemingly “un-coachable” people, and what to consider when wearing multiple professional hats. Note: You may opt to take the online curriculum only OR the curriculum plus coaching. Curriculum plus coaching includes three live or remote coaching sessions with a trained coach (these sessions are often covered by RSW third-party insurance plans).

COGNITIVE BEHAVIOURAL COACHING: NOTICE, CHALLENGE, CHANGE

Up to 6 months to complete – 10 hours Online Format

When we work with people, we’re affected by the thinking habits they bring. What do you do when your direct report is lacking confidence? Why does your team member always avoid certain tasks? What do you do when someone’s professional performance is affected by sabotaging views? If you coach, supervise, or manage others, this course will teach you how to empower others to notice, challenge, and change their own sabotaging thinking. This course includes how to refer others to therapy. Note: You may opt to take the online curriculum only OR curriculum plus coaching. Curriculum plus coaching includes three live or remote coaching sessions with a trained coach (these sessions are often covered by RSW third-party insurance plans).

Please visit adler.ca or contact online@adler.ca for more information about our online course offerings.