



2016 PROGRAM GUIDE

Psychology

Psychotherapy

Professional Coaching

Continuing Education

UNIQUE PREPARATION FOR YOUR **UNIQUE** FUTURE



www.adler.ca



ADLER

ADLER is a unique school with a mission to “practice what we teach in order to transform ourselves, our organizations, and the world.” We assume that each of us has unique talents, skills, and experiences, and we craft learning to develop and enhance those qualities.

If you are drawn to working with people, we can help you transform that “calling” into a satisfying and productive career as a psychologist, psychotherapist, coach, or better-educated professional in any of the helping fields.

ADLER continues a more than 35-year tradition of Adlerian education and training in Ontario. Hundreds of graduates throughout the province, Canada, and internationally attest to how well we succeed in our mission. The pages of this Program Guide tell you how to join us to prepare for your own unique future.

Welcome!
Linda J. Page, Ph.D.
President
president@adler.ca



WHY ADLER?

If you are, or hope to be, a professional practitioner in mental health or human systems and services, ADLER's mission is to support your success. Quality assurance, regulation, certification. No professional today can ignore market and legal demands for demonstrating high standards in the services we all provide. If your chosen profession is psychology, professional coaching, specific modalities, or foundational competencies in psychotherapy, we offer unique preparation for your unique future

1. A professional Master of Psychology degree with consent of the Ontario Ministry of Training, Colleges, and Universities, making ours the only such degree in Ontario (see page 6).
2. A hands-on, applied emphasis in every program we offer. Our instructors are all practitioners who bring their everyday experiences into the classroom and into training in the field. Their job is to help you qualify for a job or to assist you in your goal of being more successful in the job you have.
3. A small student body, enabling us to craft individualized courses and training. Our students love that we know them by name.
4. The option of taking individual graduate courses to retrain, upgrade, or remediate for registration or certification. We ensure our programs reflect and our students are informed about the latest changes in legislation or accreditation.
5. Weekend and intensive schedules that work for the working adult, with a curriculum built on principles of adult education.
6. An organization built on Adlerian values of mutual respect and collaboration. "We practice what we teach."



FACULTY OF PSYCHOLOGY

The faculty of psychology exists to accommodate both mid-career professionals and recent graduates who wish to focus on the practical application of their skills, knowledge and attitudes so as to make a significant contribution as a member of the helping profession.

WHY PSYCHOLOGY?

Psychologists study how we think, feel and behave from a scientific viewpoint in order to help people understand, explain and change their behaviour. Psychologists engage in research, practice and teaching across a wide range of activities. In general, the majority of psychologists work in five broad categories of employment: research, teaching, service provision, administration, and consulting.

Many combine two or more of these categories. For example, a master's level Psychological Associate may provide psychometric testing to students or psychotherapy, in addition to teaching at a local college. Depending on the practitioner's qualifications, such work can involve individuals, groups, families, and larger systems in education, health and mental health organizations, government and industry.

Graduates from the ADLER Faculty of Psychology program find career success in a broad spectrum of mental health agencies, including work as practitioners in hospitals, schools, clinics, regional health teams,

correctional facilities, employee assistance programs.

Many have their own private practices. They have also have found career success as consultants, researchers and faculty in governmental and non- governmental organizations.

"In my experiences with both the Transitional Equivalency and Master of Psychology program, 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,
M.Psy. (cand)2015*



WHY ADLER?

The ADLER unique approach is characterized by an individual path tailored to each student. The degree has been designed with a high degree of flexibility to accommodate the needs of our students. Classes are scheduled on weekends and weekday evenings, with full and part time options, which can be chosen as needed each trimester, truly making this program accessible to students with all levels of life commitments.

ADLER's collegial environment allow students to form a collaborative community among themselves and their professors. The teaching faculty are all practicing clinicians who not only bring their real life experience into the classroom but also choose to be a part of the ADLER approach to learning. Mentorship is an expectation for every instructor and every student is expected to become a reflective scholar practitioner. A process that requires a safe and supportive context, one in which students' strengths and capabilities are acknowledged and nurtured.

Students applying to the program are supported throughout the process, working with the Director of Admissions and the Student Services Manager. ADLER values the whole student, and a range of diverse backgrounds, and so focuses not only on grades, but

Looks at the entire applicant and what they are bringing that will help them be successful in the program. Part of this process includes engaging in a conversation with one of the faculty, who are looking not just at the applicant's suitability for the program but also the profession of Psychology. For students who do not have a traditional undergraduate Honours in Psychology, ADLER offers a Transitional Equivalency program. This program provides the academic bridge to fulfil undergraduate requirements of the College of Psychologists (CPO). ADLER also offers, at no charge, a course for all applicants. The GP100 course, Thriving in Graduate School, is designed to help students create an enriched statement of intent that will clarify their reasons for pursuing a rigorous graduate degree, as well as develop skills that will be important for a successful outcome in graduate school.



FACULTY PROFILE

Gary Challis, Ph.D., C.Psych.,

Dean of the Faculty of Psychology, Director of Research holds a Ph.D. in psychology from Carleton University and has practiced 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 a member of the Canadian Psychological Association.

PARTNERSHIPS

ADLER's Faculty of Psychology partners with a variety of organizations offering 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 Faculty of Psychology and other Adlerian programs, the Psychological Services Centre in the Faculty of Applied Learning, 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

International Committee of Adlerian Summer Schools and Institutes (ICASSI)

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

PARTNERSHIPS

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 the organization's 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 http://www.alfredadler.org/join_renew

Ontario Society of Adlerian Psychology

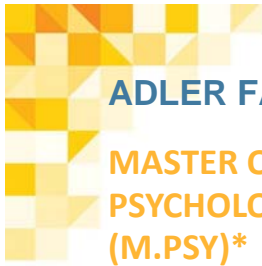
As the Ontario affiliate of NASAP (see above), ONSAP provides a meeting ground for students of Adlerian psychology through an annual conference, regular newsletters, and special events. See www.onsap.org
Ontario Psychological Association
ADLER Psychology
Faculty members and most students are members of the organization that represents professional psychologists in Ontario. For more information visit www.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 www.oapa.on.ca

For more information about ADLER Faculty of Psychology programs, including admission requirements, upcoming schedules and registration information, please visit adler.ca or call us at **1.877.923.4419** (locally in Toronto, please call **416.923.4419**).





ADLER FACULTY OF PSYCHOLOGY PROGRAMS

MASTER OF PSYCHOLOGY DEGREE (M.PSY)*

The Master of Psychology curriculum is designed to provide clinical and counselling students with 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 pursue a Transitional Equivalency with ADLER in order to qualify for full admission to the M.Psy degree. For complete details regarding admission requirements in the program, please consult adler.ca or call 1.877.923.4419 (locally in Toronto 416.923.4419) and speak with any of our faculty advisors).

Flexibility is a key differentiator of the Master in Psychology degree offered by ADLER, as compared with other schools. Our courses are offered on weekends during the day (all day Saturday & Sunday on weekends throughout the year), accommodating working professionals looking for a graduate degree in psychology. ADLER students can complete their M.Psy degree in two to five years, and can take courses full- or part-time.

All students are required to complete **GP-100 Thriving in Graduate School**.

Entering graduate school, especially for students who have been away from post-secondary education for a number of years, presents a number of significant, potentially overwhelming challenges.

From basic academic skills, such as navigating online journal databases, to constructing a graduate-level research paper, through adopting the standpoint and practices of a truly reflective adult learner and understanding how to balance a myriad of life demands, returning to graduate school is not easy.

“Thriving in Graduate School” intends to introduce ADLER applicants to a variety of skills, that will facilitate their transition to, and success in, graduate studies at ADLER and elsewhere.

This non-credit course is **required** for all applicants seeking admission to any ADLER graduate degree or postgraduate certificate program. It is optional for any student registered in any ADLER program.

*This program is offered under the written consent of the Ontario Minister of Training, Colleges and Universities for the period from January 25, 2011, to January 24, 2016. 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).



STRUCTURE OF THE ADLER MASTER OF PSYCHOLOGY

THE BASE SEQUENCE

The base sequence begins with an all-day orientation and four full days of the 2 credit course, Motivation and Values. This is offered Sunday – Thursday and is the only time students are asked to attend classes during the weekday. All remaining classes are offered on weekends or weekday evenings. During the first week students are assigned a faculty advisor. The advisor will work with the student throughout their time at ADLER. The faculty advisors also schedule the students' Portfolio Seminars

Once a student has completed the required 38 credits in the base sequence they are able to apply to be moved forward to the Applied Sequence.

THE APPLIED SEQUENCE

The Applied sequence consists of 28 required credits in course work and practicum. Additionally, students will complete their elective courses

DEGREE STREAMS

To give Students a choice in the area of practice they might want to focus on, we have developed a number of different certificate programs that can be used to complete the 9-credit elective component of their degree:

Certificate in Psychological Assessment

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

Certificate in Adler Trauma Psychotherapy

This introduces students to working with individuals and couples from an Adlerian trauma centered perspective.

Certificate in Therapeutic Play Skills

This program provides Comprehensive training covering the main therapeutic play approaches. Participants must then complete a number of educational requirements including 100 hours of clinically supervised practice.

Cognitive Behavioural Therapy Certificates

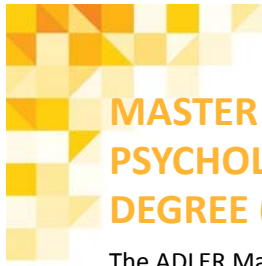
The CBT program offers a hands on, experiential training, taught by experts in the field.

Adlerian Integrative Psychotherapy Certificate

Working with couples families and individuals, in a modality informed by the work of Alfred Adler.

Multi Modality Certificate

Students wishing to take electives from a number of different Psychotherapy modalities are able to combine into one certificate.



MASTER OF PSYCHOLOGY DEGREE (M.PSY)*

The ADLER Master of Psychology consists of the Base Sequence courses and the Applied Sequence courses.

ELECTIVES

A minimum of 9 elective credits in total is required for graduation. Students select elective courses based on their career goals and their intention to develop specialized interests.

PORTFOLIO SEMINARS

Students meet regularly during their Base Sequence in Portfolio Seminars with their Faculty Mentor-Advisor to integrate course material and their own professional development plans and accomplishments into a Learning Portfolio, a comprehensive profile of relevant learning to date. Students will be grouped in Seminars according to their professional interests in clinical or counselling psychology.

PRACTICUM

As the first capstone required for graduation, the Practicum is to provide practical experience in competencies that meet the professional goals of the student. The Practicum is conducted under the supervision of a senior Site Supervisor who is a registered psychologist, or other qualified

mental health professional. Each student is ultimately responsible for finding and successfully completing three practicum placements, for a total of 900 hours. For clinical psychology students, at least one of these must involve assessment. The Director of Clinical Training is responsible for approving sites and providing support and assistance to students in identifying, selecting, and completing Practicum experiences. Students should expect to be on site a minimum of one full day per week. Some sites may allow a schedule of two or more evenings or weekends.

PRACTICUM SEMINARS

Practicum seminars run concurrently with student Practicum placements and meet on a regular basis in a small group format. They provide faculty with the opportunity to provide developmental supervision and consultation to guide the ongoing development of the student. Students will present and critique clinical, counselling, psychotherapy, or coaching case material through the use of audio and/or video recording. They will receive peer consultation as well as sound clinical instruction and developmental supervision necessary for enhancement of professional skills.

COLLOQUIA

Each trimester, students are asked to attend school Colloquia where faculty members, students, and invited guests do presentations 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. Students will be expected to incorporate Colloquia topics in classes and Portfolio Seminars and may be invited to present Master's Project/Thesis results to their colleagues at Colloquia.

MAJOR RESEARCH PROJECT/ THESIS

All Master of Psychology students are required to complete a Major Research Project or Thesis containing a critical literature review that includes a theoretical component. A critical review of literature may be guided by clinical or other applied concerns the student has identified during their Portfolio Seminar. The outcome of a Project, may be, a contribution to theoretical integration regarding a particular 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. The Project does not require generating an original empirical research product that is publishable. On the other hand, some students may pursue such a goal by completing a Thesis that is a quantitative or qualitative project intended to contribute to empirical research. Successful completion of the Project or Thesis is the second capstone in degree requirements.

MASTERS COMPREHENSIVE EXAM

Graduating students review their Major Research Project or Thesis findings and overall learning at ADLER in a written and oral presentation to faculty members and incoming students in IP-510: Motivation and Values. This presentation forms the third capstone required for successful completion of the M.Psy.

CONVOCATION

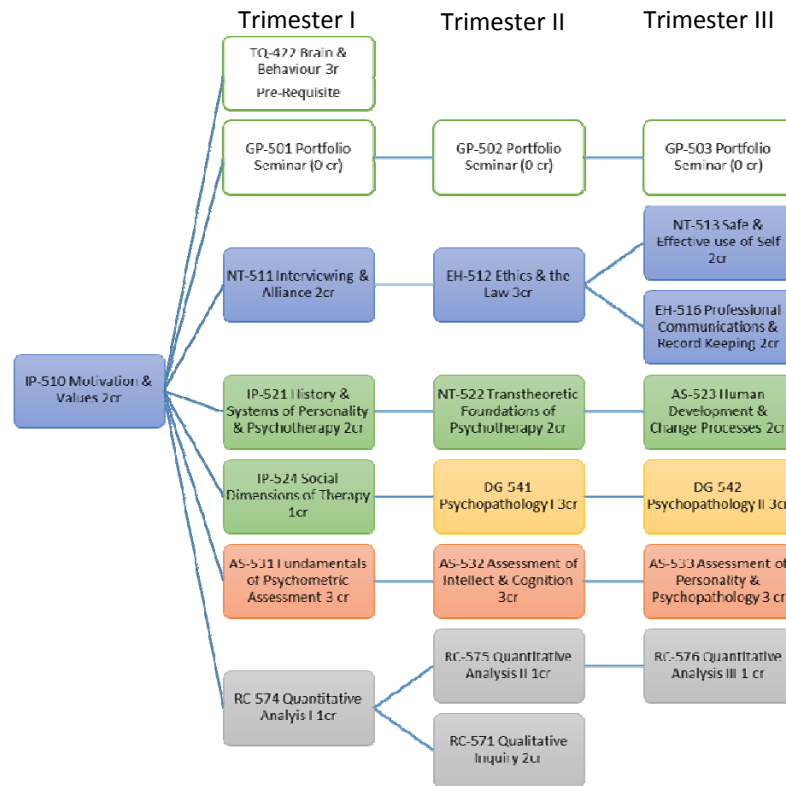
Graduation is held every spring, ADLER graduates are conferred with the degree Master of Psychology.

AGPS gives more than just an excellent Masters 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!

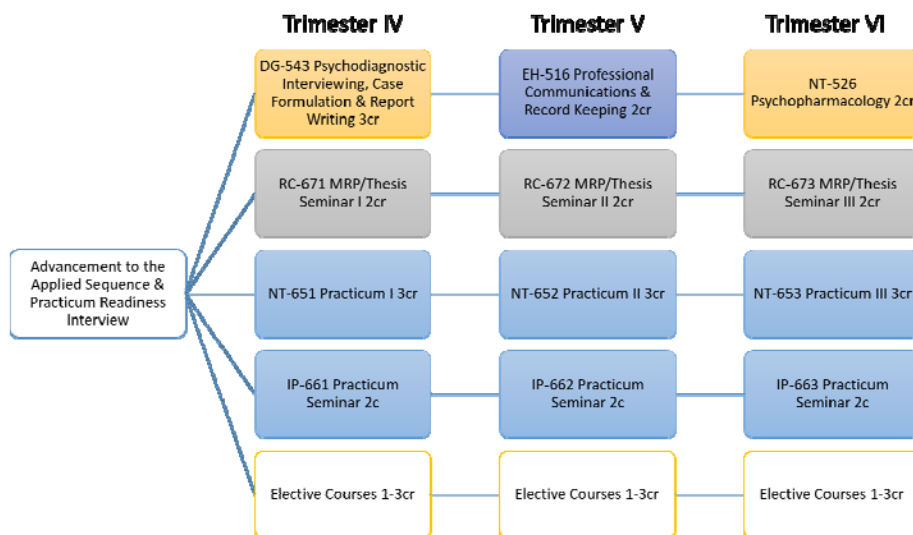
Sarah Hallett, M.Psy., 2015

MAP OF THE MASTER OF PSYCHOLOGY (M.Psy.)

BASE SEQUENCE—YEAR ONE



APPLIED SEQUENCE—YEAR TWO





My time at ADLER was a memorable one. I quickly made friendships, acquaintanceships and partnerships. The faculty were very easy to get along with and very accommodating. What I valued most about ADLER was their emphasis on learning all that I could, rather than concentrating on getting good grades. Despite being an ADLER Alumnus, the feeling of connectedness to professors and classmates that was formed early on still continues. I always feel welcome whenever I visit.

Having been in the field now for two years is extremely rewarding. I frequently find myself applying the skills I learned, specifically in assessments, in my everyday work with children and adolescents. I do believe that ADLER well prepared me for the career I have today.

Although a majority of my growth and learning is attributed to my practicum training, the theoretical knowledge and understanding that I was exposed to at ADLER, is essential to my continued growth and success. Being an ADLER graduate has fostered in me the desire and passion to be an agent of change for modern day society.

My overall experience at ADLER has not only made me the professional I am today, but equipped me with the necessary skills and practice to be a competent, mature professional working in the field of Psychology. Today I thank the faculty, students and mentors who helped me accomplish one of my greatest dreams. Now, it's off to bigger and greater things!

*Andre Labao, M.Psy,
Psychoeducational Consultant*



TRANSITIONAL EQUIVALENCY

Students not currently possessing a traditional four year honours undergraduate degree in Psychology or those who did not initially choose Psychology as a career path, have until now had 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 custom-designed Transitional Equivalency in Psychology provides the opportunity to bridge the gap between current academic qualifications and those required by the Master of Psychology (M.Psy) degree. It also ensures coverage of the four pillars of psychology required by the Ontario College of Psychologists (i.e. Biological, Cognitive, Social Bases of Behaviour and the Psychology of the Individual), plus statistics and research methods.

For more information on the College's undergraduate as well as graduate educational requirements for the professional designation of Psychological Associate visit www.cpo.on.ca

Interested students are required to complete the application for the Master of Psychology Degree. A 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). Students then complete the Transitional Equivalency program in order to gain full admission to the M.Psy.

For the Transitional Equivalency, a student's individual requirements are assessed 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).

Classes are usually held on a Monday & Thursday evening, 6 pm to 9 pm, throughout the year. It may take anywhere from 2 to 18 months, depending on the number of courses required for completion.

At the beginning of their studies, TQ students are also expected to complete **GP-100: Thriving in Graduate School**. (See page 6)

To apply for the Transitional Equivalency you must have:

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

For more information or to book an appointment with the Program Director, please visit adler.ca or call **1.877.923.4419** (locally in Toronto please call **416.923.4419**).

POSTGRADUATE CERTIFICATE IN PSYCHOLOGICAL ASSESSMENT

ADLER's Postgraduate Certificate in Psychological Assessment is designed to train students who already possess an existing background in the art and science of psychological assessment. The certificate is intended to provide students with the knowledge and skills to work as members of a psychology department, particularly in an academic setting. ADLER graduates work as assessors in school boards, WSIB assessment, or private practice.

PREREQUISITES

GP-100

Thriving in Graduate School
Incoming students are expected to have a background equivalent to the following courses, or instead take them at ADLER:

STATISTICS AND RESEARCH METHODOLOGY

Qualitative Inquiry
(RC-571)

Quantitative Analysis
(RS-574, 575, 576)

PROFESSIONAL DEVELOPMENT

IP-510

Motivation & Values

NT-511

Interviewing & Alliance

EH-512

Ethics & the Law

NT-513

Safe and Effective Use of Self

ASSESSMENT

AS-531

Fundamentals of Psychometric
Assessment

AS-532

Assessment of Intellect & Cognition

AS-533

Assessment of Personality and
Psychopathology

DIAGNOSIS

DG-543

Psychodiagnostic Interviewing,
Case Formulation & Report Writing

NT-651, 300 hours

Practicum in assessment

IP-661

Practicum Seminar with program
director

REQUIRED COURSES

AS-605

Neuro Development and the
Learning Process

AS-606

Academic Assessment

AS-607

Social, Emotional and Behavioural
Functioning

AS-608

Childhood Psychopathology

AS-609

School Law

For more details, please visit

www.adler.ca

or call us at **1.877.923.4419** (locally
in Toronto please call
416.923.4419).



ADLER FACULTY OF PSYCHOTHERAPY

“Think of your head as an unsafe neighbourhood; don’t go there alone.” - Augusten Burroughs

WHY PSYCHOTHERAPY?

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

2015 saw tremendous changes in the practice of psychotherapy in Ontario. The College of Registered Psychotherapists (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 “grand parenting” system to assess and certify their education and experience and ensure they meet qualification standards.

Anyone with an interest in psychotherapy in Ontario is urged to consult the College website at www.CRPO.ca.

ADLER Faculty of Psychotherapy offers a coherent, graduate-level diploma program intended to provide education and training in the skills, knowledge, and judgment leading to entry-to-practice proficiency in psychotherapy. We

are applying for recognition of our program by the CRPO, and we will modify our diploma and practicum/internship opportunities to meet College requirements.

The ADLER programs combine 35 years of graduate education in general knowledge requirements for mental health treatment providers with the opportunity to choose from a variety of specific in-depth psychotherapy modalities. This combination of professional education breadth and rigour with a depth of treatment experience and practice is unparalleled in Ontario.



WHY ADLER?

ADLER has taken a leading role in collaborating with other psychotherapy institutions to advocate for maintaining public access to a variety of treatment modalities as the registration of psychotherapists in Ontario has progressed.

Your performance at ADLER will be assessed at the same level as our masters students, resulting in a transcript that should be acceptable by any examining body.

For more information about ADLER Faculty of Psychotherapy programs, including admission requirements, upcoming schedules and registration information, please visit www.adler.ca or call us at **1.877.923.4419** (locally in Toronto, please call **416.923.4419**).

1981. She co-founded the Psychotherapy Institute of Toronto with Susan Rosenthal, M.D., in 1987 to train M.A. students and physicians in Adlerian psychotherapy. Because of her academic and teaching background, she was invited to direct Chicago's M.A. program in Toronto, which she did from 1989 to 2006. During part of that time, she commuted to Chicago to teach as a member of ASPP's doctoral core faculty and to direct the Adler Centre for Gender and Cultural Studies. She founded ADLER's Professional Coaching Certificate Program in 1998, an initiative that now has representatives in the United States, Europe and Central Asia. When it became possible for private institutions to offer degrees in Ontario, Dr. Page and ADLER colleagues applied for Ministerial consent to offer a Master of Psychology degree.

Dr. Page brings her experience in postsecondary education and in psychotherapy to support quality education and training at a time when the process of regulation of psychotherapy is sparking increased professionalism in the field.

FACULTY PROFILE

Linda J. Page, Ph.D., Acting Dean of the Faculty of Psychotherapy, earned a Master of Arts in Counselling Psychology from the ADLER School of Professional Psychology (ASPP) in Chicago, Illinois after earning her Ph.D. at Princeton University. Most of her courses were delivered in Toronto at what was then called the Alfred Adler Institute of Ontario. After a three-year internship at the Rudolf Dreikurs Centre for Counselling and Education under the supervision of Larry Nisan, M.Ed., and Evelyn Wolff, M.D., she opened her own practice as a psychotherapist in



PARTNERSHIPS



Alliance of Psychotherapy Training Institutions (APTI)

APTI provides a forum for educators and trainers in the field of psychotherapy to exchange information and support one another in the changing world of mental health in Ontario. ADLER has been active in supporting collaboration and cross-fertilization among the major modalities of psychotherapy in Ontario. For information about APTI, see www.apti.ca

Ontario Association of Counsellors, Consultants, Psychometrists and Psychotherapists (OACCPP)

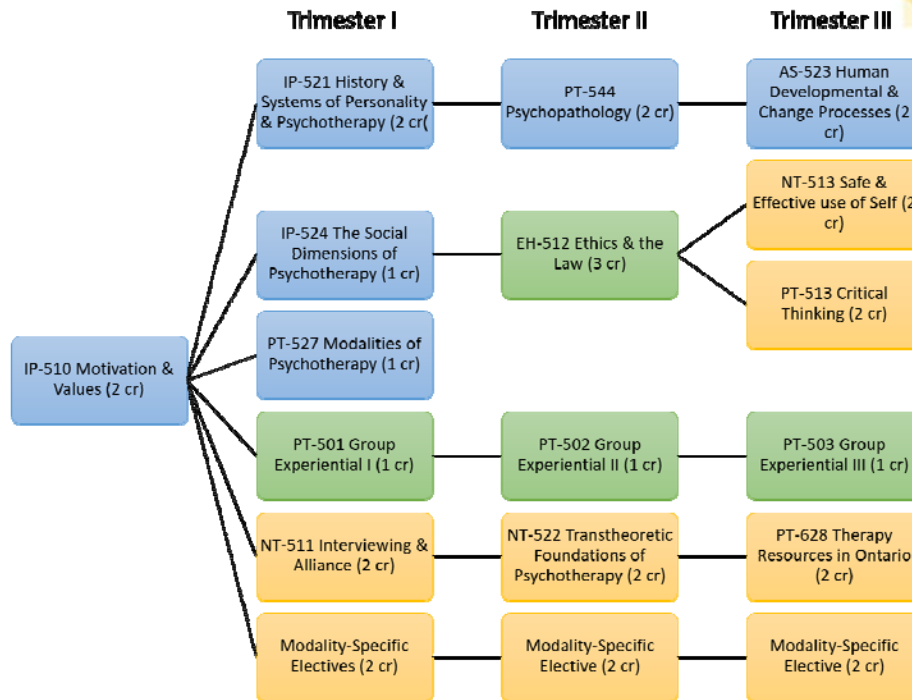
OACCPP provides certification for qualified members, as well as professional malpractice insurance, as part of its mission to promote the availability of mental health services in Ontario. See

www.oaccpp.org

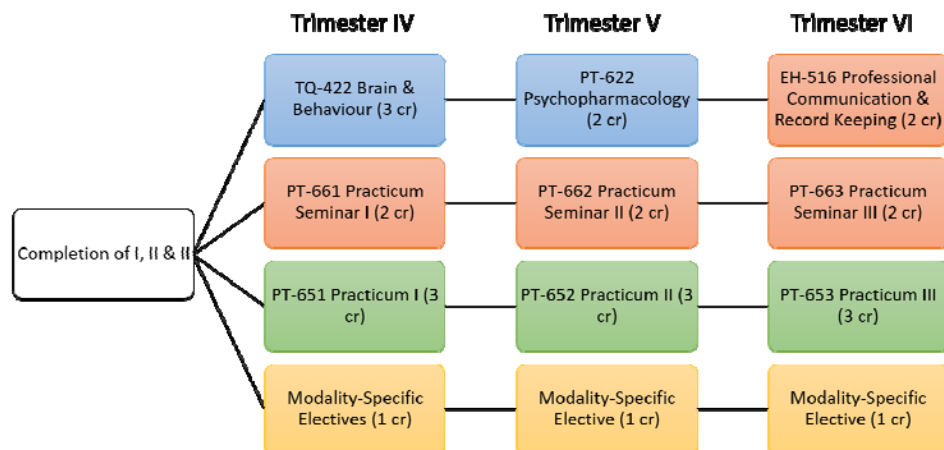
OACCPP generously provide ADLER with a grant each year, which can be used as a bursary for students.

MAP OF THE DIPLOMA IN PSYCHOTHERAPY

YEAR ONE



YEAR TWO





GRADUATE DIPLOMA IN COMPETENCY-BASED PSYCHOTHERAPY

The new Postgraduate Diploma in Competency-Based Psychotherapy (CBP) was designed to fulfill competency requirements for membership as a Registered Psychotherapist in the College of Registered Psychotherapists of Ontario (CRPO).

It combines widely accepted educational standards for foundations in psychological inquiry with courses designed specifically for psycho-therapy practice in Ontario and with training in at least one Modality- Specific Program (MSP) either at ADLER or through other Alliance of Psycho-therapy Training institutions. The full certificate may be completed in as little as two years, depending on the time required for completing direct client contact and supervision hours and on MSP requirements. First-year foundational courses are offered over two weekends per month during three 4-month trimesters, allowing students the ability to continue to work full time if required. Applied Sequence courses in the second year are scheduled according to the MSP chosen by the student.

Courses may also be taken individually in order to fulfill specific College of Registered Psychotherapists competencies. See www.adler.ca/psychotherapy

for a mapping of each course to competency requirements.

Note: Although the ADLER Faculty of Psychotherapy has made every attempt to conform to requirements of the College of Registered Psycho-therapists, final decision as to an applicant's fulfillment of registration requirements and interpretation of those requirements rests entirely with the College. Potential registrants are urged to check with the College (www.collegeofpsychotherapists.on.ca) regarding their own qualifications and whether this or any program is sufficient to meet competency requirements.

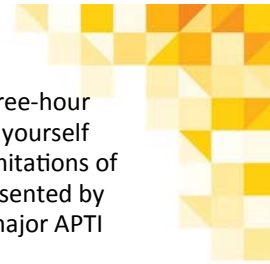
GRADUATE DIPLOMA ADMISSIONS

Applicants must have an earned minimum 3-year baccalaureate from a recognized institution with a grade point average of at least 3.0 on a 4-point scale (normally 70%). At the discretion of the Admissions Committee, students whose GPA is below this standard may be admitted provisionally until they demonstrate their capacity to perform in a rigorous master-level environment.

All Postgraduate Certificate applicants are required to complete the no-cost, nine-hour Course **TQ-100 Thriving in Graduate School** (see page 6 for a description) pre-admission or during their first trimester in the program. Work, volunteer, or one's own psychotherapy experience is recommended, especially for students whose degree is in a field unrelated to psychotherapy.

Applicants who have acceptable pre previous training, education, or experience in psychotherapy may apply for advanced standing.

561-2-3 is a monthly, three-hour opportunity to acquaint yourself with the benefits and limitations of major modalities, as presented by faculty members from major APTI institutions.



MODALITY-SPECIFIC PROGRAMS

CRPO registration requires education and training in competencies required of any psychotherapist, and in some cases of any regulated health professional in Ontario. Extensive training and education in a specific modality, at least one of 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, or by other means.

ADLER Faculty of Psychotherapy is collaborating with members of the Alliance of Psychotherapy Training Institutions, whose 25 members include most recognized psychotherapy modalities, to provide students with both general back- ground and a choice of modality- specific training. Students may come to the Competency- Based Psycho- therapy program already committed to a specific psychotherapy modality, including Adlerian Psychotherapy, ADLER Trauma Psychotherapy, or one of the modalities offered by other APTI institutions (see www.apti.ca for a list and contact information). If you know you want to be a psycho -therapist but have not yet decided on a modality, Course **PT-**



MODALITY-SPECIFIC CERTIFICATE IN ADLER TRAUMA PSYCHOTHERAPY

This program may be taken for credit to fulfill Modality-Specific competencies required for CRPO membership as a Registered Psychotherapist or as electives in the Master of Psychology program.

It may also be taken as a series of non-credit workshops in the Faculty of Continuing Education.

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-harm behaviours, personality disorders, interpersonal and family dysfunction, and a multitude of somatic symptoms. The program is designed for those who wish to specialize in Trauma Psychotherapy or to 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.

PROGRAM OVERVIEW

Alfred Adler's emphasis on social context links trauma psychotherapy to the Adlerian tradition. Trauma psychotherapy strives to interpret and reframe the individual's response to overwhelming situations, transforming maladaptive coping strategies into socially useful 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 the evolution of this leading-edge field.

REQUIRED COURSES

NT-513

Safe and Effective Use of Self

AT-101

Introduction to Trauma Psychotherapy

IP-524

The Social Dimension of Psychotherapy

AT-202

Inter-Generational Trauma

AT-301

Introduction to Working with Couples

AT-302

Building Skills in Couple Therapy

NT-651, 300 hours

Practicum*

(Supervision by qualified trauma psychotherapist)

IP-660

Practicum Seminar with the program director
(2 credits each trimester)

*Note: Students who meet other competency criteria but lack the 450 total hours of direct client contact and 100 hours of clinical supervision required for registration as a Registered Psychotherapist may elect to apply for "Qualifying" status while they

complete their client contact and/or supervision hours. Consult the College of Registered Psychotherapists website www.collegeofpsychotherapy.on.ca for details.

For a complete outline of requirements necessary for obtaining the Postgraduate Certificate in Competency-Based Psychotherapy or Modality-Specific Programs in Adlerian Integrative Psychotherapy or Adler Trauma Psychotherapy, please visit adler.ca or call us at **1.877.923.4419** (locally in Toronto please call **416.923.4419**)

“Those who cannot change their minds cannot change anything” - George Bernard Shaw

CERTIFICATE IN THERAPEUTIC PLAY SKILLS

Therapeutic play, (including play therapy), is a well-established discipline based upon a number of psychological theories. Research, both qualitative and quantitative shows that it is highly effective in many cases. A safe, confidential and caring environment is created which allows the child to play with as few limits as possible but as many as necessary (for physical and emotional safety).

The certificate being offered by ADLER in partnership with Play Therapy International, is the first step towards certification in Play Therapy. The certificate consists of three 36 hour modules of Comprehensive training covering the main therapeutic play

approaches. Participants must then complete a number of educational requirements including 100 hours of clinically supervised practice.

REQUIRED COURSES

TP-501

Orientation to Setting up Play Practice using non Directive Play Therapy

TP-502

Using Symbolic Play Therapy Tools and Metaphor Safely

TP-503

Using Expressive Art Therapy to Reach the Unconscious

For more information on applying to the Certificate in Therapeutic Play Skills, please visit adler.ca or call us at **1.877.923.4419** (locally in Toronto please call **416.923.4419**)



ADLER



ADLER FACULTY OF PROFESSIONAL COACHING

ADLER's Professional Coaching certificate program has been the leader in the field since it was introduced in 1998. With our broad focus, ADLER trains professional coaches to work across industries and settings. ADLER coaches learn a wide variety of practical coaching techniques based in ideas drawn from Adlerian theory, positive psychology, appreciative management, contemporary organizational development, and transformative adult education.

In 2002 the certificate program was the first in Canada to be reviewed and designated as an Accredited Coach Training Program by the International Coach Federation (ICF)

The ICF is the largest, globally recognized organization that provides both accreditation for coach training providers and certification for professional coaches.

"An amazing program that works for anyone looking to take concepts and theories away to implement in the field. Well worth the time with an incredible pool of knowledge to draw upon."

*Malissa Vasilev,
Scottsdale Insurance*

WHAT IS COACHING?

The ICF defines Coaching as "to partner with clients in a thought provoking & creative process that inspires them to maximize their personal and professional potential"

At ADLER we see coaching as a profession that distinguishes itself by helping people discover how to bring their choices and actions more in line with their goals. Facilitating change in either a personal or professional setting.

WHY ADLER?

The ADLER coaching program takes an appreciative, strength based approach to generating positive change. An ADLER coach sees an individual as creative resourceful and whole, supporting positive change in both individuals and organizations.

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.

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 program consists of in class modules, where participants engage in hands on application of coaching, supported by tele-classes and online workshops. We feel that nothing can replace personal contact as an aid to learning and for the adult learner experiential, application of knowledge is critical.

The ADLER program is taught internationally in the United States, United Kingdom, Turkey, Scandinavia, and continues to expand.



OUR FACULTY

Our faculty members are accredited practicing professional coaches. They have 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. The faculty are what make the program at ADLER a true leader in coach training.

ADLER Faculty work with the CBC, Canadian Tire, Queen's University and Scotiabank amongst others, to offer its program to employees looking for professional development in the workplace environment, as well as to enhance cultural change.

COACHING SERVICES

ADLER students who have completed 90 hours of training, and are in the practical component of their certificate, provide affordable coaching to the community. To experience ADLER coaching, contact the school and ask about Coaching Services.

For more information about ADLER Faculty of Professional Coaching programs, including admission requirements, upcoming schedules and registration information, please visit adler.ca or call us at **1.877.923.4419** (locally in Toronto, please call **416.923.4419**).



ACCREDITATION & CREDENTIALS

Schools who have the ICF designation as an *Approved Coach Training Program (ACTP)* or *Accredited Coach Specific Training Hours (ACSTH)* must undergo a “rigorous review process and demonstrate to the ICF that the curriculum aligns with the ICF definition of coaching, core competencies & code of ethics”

For individuals the ICF has three levels of credentialing:

Accredited Certified Coach (ACC) – The “Practiced Coach”

Requires sixty hours of Accredited Coach Specific Training (ACSTH) from an International Coach Federation (ICF) certified training program. Plus ten hours of mentor coaching.

Professional Certified Coach – PCC, The Proven Coach.

Requires completing the entire (125 hours of training) training program from an Accredited Certified Coach Training Program, (ACTP) which includes successfully passing the capstones required to graduate from the program.

Master Certified Coach – MCC, The Expert Coach.

200 hours of coach-specific training. 10 hours of Mentor Coaching

(for specific requirements please go to www.coachfederation.org)

ADLER students who have completed 90 hours of training are distinguished as an **ADLER Trained Coach (ATC)**. Upon graduation, which requires successfully passing

the ADLER exam and completing 100 hours of coaching, ADLER students are awarded the credential **ADLER Certified Professional Coach (ACPC)**.

PARTNERSHIPS

Association of Coach Training Organizations (ACTO)

ACTO was formed by a group of organizations whose coach training programs are accredited by the International Coach Federation. The association has broadened its mission to include the promotion of quality in coaching education and training worldwide. ADLER faculty members have provided leadership in ACTO over the past 15 years.

The Human Resources Professionals Association (HRPA)

HRPA has approved ADLER Faculty of Professional Coaching as a recertification partner for two of our key programs: the ICF accredited coach certificate program and Positive Change: Leader as Coach, a two-day coaching skills program.



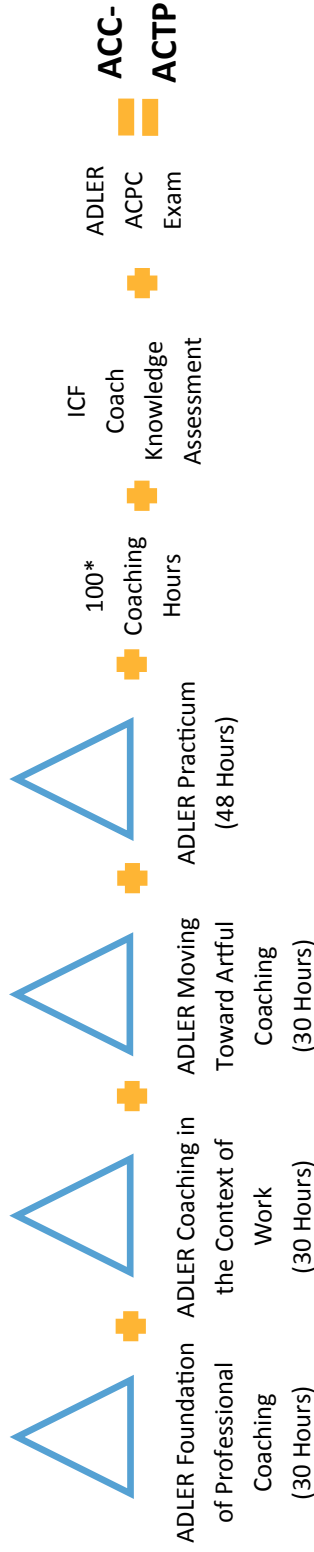
PROGRAM OVERVIEW

The ADLER Certification 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 in 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

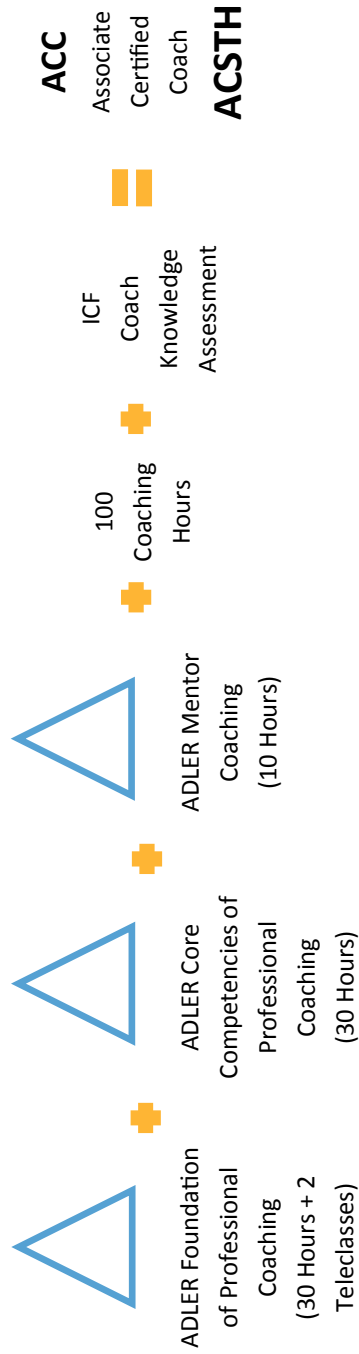


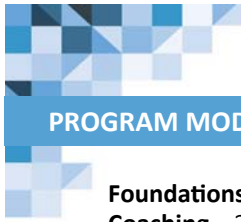
THE ADLER ACCREDITED COACH TRAINING PROGRAM (ACTP) PATHWAY TO ASSOCIATE CERTIFIED COACH CERTIFICATE (ACC)



* add 500 coaching hours to your path and you can apply to the PCC-ACTP (Professional Certified Coach) credential

THE ADLER PRACTICED PROFESSIONAL COACH PATHWAY TO ACC-ACSTH





PROGRAM MODULES

Foundations of Professional Coaching – 30 hours of coach training

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. Gives you an overview of the coaching profession and the many areas of professional practice for coaches

Core Competencies of Professional Coaching – 30 hours of coach training

Building on the concepts, models and processes learned in Foundations, this module takes the coach to a deeper understanding of the coaching process and strengthens their knowledge and application of the ICF competencies. This module is about choice and trust, specifically the notion of self-responsibility embedded in choice and the paramount importance that trust plays in being able to make change and to be at our best – both as a coach and for the client.

Coaching in the Context of Work. – 30 training hours.

Looks at the individual in the context of systems and how the coach supports people in their work and their lives. Part 2 substantially expands your coaching skills while also providing additional tools and context for helping clients with

work-related issues, an important focal point in almost any coaching relationship, whether you're a life coach or a business coach, regardless of your niche.

Moving towards Artful Coaching – 30 training hours

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.

Mentor Coaching Program – 10 hours

The ICF 's defines mentoring as, “a student being coached on their coaching skills rather than on practice building, life balance or other topics unrelated to the development of a student’s coaching skill.”

The ADLER Mentor Coaching program is designed to give students support and feedback. Developing and enhancing their Coaching presence as well as Coaching skills using the ICF core competencies. This is done in both a group (7 hours) and individual (3 hour) setting.

Practicum – 48 Coach training hours

During the Practicum, the student transitions into the world of 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 receive 7 hours of

Mentor Coaching in a group setting. Practicum lasts 8 months and can be completed in person or Virtual format.

Certification Exam

The Certification Exam process consists of both a written multiple choice exam and the submission of two audio recordings and written transcripts of coaching sessions for evaluation. Candidates for the exam must have successfully completed Practicum and have logged a minimum of 100 hours of coaching experience before sitting for the exam.

ADDITIONAL COACHING COURSES

These courses are in addition to the ADLER Professional Coaching Certificate Program offered by the ADLER Faculty of Professional Coaching. They provide further, 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 2-day program is intended for people who might not want to become a “professional coach” (that is, having coaching as their full-time profession), yet might find it valuable to acquire some of the skills of a professional coach to use in their regular line of work, or elsewhere in their lives. During the 2-day intensive,

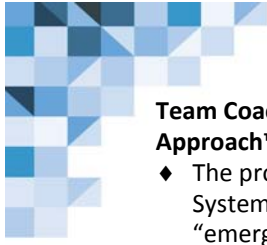
students will have time to actually practice, exercise, and experience the tools as both coach and “coachee” so that participants will have confidence when using them in regular work life.

Coaching/Changing with the Brain in Mind

- ◆ In this two day program, students will utilize theories from neuroscience to understand the development of brain-based skills that support coaching competencies.
- ◆ By learning how the brain works in the context of decision-making and problem solving, participants will possess greater knowledge, awareness and skills to assist in developing the potential of their teams.
- ◆ Learn to leverage change in a collaborative environment that will also lead to personal growth and development for the coach.

Positive Change: Leader as Coach*

- ◆ A program for leaders/managers looking to increase team effectiveness and foster internal performance via a collaborative leadership culture.
- ◆ Focuses on the role of a leader by developing the coaching mindset, building leadership skills and positioning the coaching approach within an organizational context.
- ◆ The two day workshop is grounded in the ADLER coaching model to balance conceptual and experiential learning modes, and includes ongoing follow up tele-labs.



Team Coaching: A Living Systems Approach™

- ◆ The program utilizes the Living Systems Approach - an “emergent process” process that transforms groups and teams through conversations and experiential activities.
- ◆ Participants will discover the guidelines and principles of the team coaching model, enhancing their ability to develop coaching materials that will create synergy, engagement and improve performance.
- ◆ Learn how to use tools to support coaching conversations with groups and teams, to experience firsthand the challenges and opportunities of the process of change.
- ◆ Prerequisite: 30 hours of coach specific training from an accredited coaching school, OR group facilitation training and experience.

For more information about ADLER Faculty of Professional Coaching programs, including admission requirements, upcoming schedules and registration information, please visit adler.ca or call us at **1.877.923.4419** (locally in Toronto, please call **416.923.4419**).

To arrange a personal consultation with one of our program advisors, please call the school.

TRY US FIRST!

Our Foundations module (CO-301) is “Risk Free”** - If you feel you are not able to use any of the skills you have learnt in our Foundations module, and coaching is not for you, and then we will refund your tuition. To be eligible, you must submit a written withdrawal form to the Registrar within seven days of completing the Foundations Module.

Get Rewarded for Recommending ADLER Professional Programs!

*Ask us about our referral program – save up to **\$250** on future coaching courses!*

*** Some conditions apply.*



FACULTY OF CONTINUING EDUCATION

In order to enter or maintain a competent practice in mental health or human services, practitioners require continuing professional education and opportunities for supervised practice. The Faculty of Continuing Education provides both.

ADLER 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 allows participants experience with actual day-to-day challenges.

CERTIFICATE PROGRAM IN COGNITIVE BEHAVIOURAL THERAPY

ADLER's Cognitive Behavioural Therapy 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.

CBT-100 Fundamentals of Cognitive Behavioural Therapy (36 hours)

You are eligible to take this certificate if you are a mental

health professional who has foundational knowledge of clinical and counselling methods. This includes social workers, medical professionals, or individuals who have educational background in CBT.

- ◆ Introduction to Cognitive Behavioural Therapy
- ◆ Introduction to CBT for Depression
- ◆ Introduction to CBT for Anxiety

CBT-200 Adapted CBT Techniques for Diagnostic Populations (36 hours)

Requirements for admission:
Completion of the CBT-100

- ◆ CBT for Generalized Anxiety Disorder and Obsessive-Compulsive Disorder
- ◆ CBT for Bipolar Disorder and Psychosis
- ◆ CBT for Anger
- ◆ CBT for Substance Use Disorders

CBT-300 Advanced CBT Skills and Specialty Settings (36 hours)

Requirements for admission:
Completion of the CBT-200

- ◆ Intermediate Beliefs and Core Belief Work
- ◆ Adapting CBT for Groups
- ◆ CBT for Single Episode Trauma
- ◆ CBT with Children and Adolescents



CERTIFICATE PROGRAM IN MENTAL HEALTH AND ADDICTION

The purpose of this 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.

MHA-100: Certificate in Fundamentals of Mental Health and Addictions (36 hours)

This program has been designed to provide the student with a critical overview of mental health, mental illness and addiction in contemporary society.

- ⇒ Introduction to Mental Health
- ⇒ Introduction to Addictions
- ⇒ Relapse and Recovery

MHA-200: Certificate in Essential Skills for Mental Health and Addictions Practice (36 hours)

This program of learning will allow participants to deepen their knowledge in three essential areas. Must have completed MHA-100

- ◆ Pharmacotherapy
- ◆ Brief interventions
- ◆ Motivational interviewing.

MH-300: Certificate in Advanced Skills in Mental Health and Addiction (36 hours)

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. Examines cultural competence in clinical care as a complex and

dynamic combination of awareness, knowledge, skills and application. Must have completed MHA-200

CERTIFICATE IN THERAPEUTIC PLAY SKILLS

Therapeutic play, (including play therapy), is a well-established discipline based upon a number of psychological theories. Research, both qualitative and quantitative shows that it is highly effective in many cases. A safe, confidential and caring environment is created which allows the child to play with as few limits as possible but as many as necessary (for physical and emotional safety).

The certificate being offered by ADLER in partnership with Play Therapy International, is the first step towards certification in Play Therapy. The certificate consists of three 36 hour modules of Comprehensive training covering the main therapeutic play approaches. Participants must then complete a number of educational requirements including 100 hours of clinically supervised practice.

DBT - DIALECTICAL BEHAVIOR THERAPY

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. 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.

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

MAST - MINDFUL AWARENESS STABILIZATION TRAINING

Research on Mindfulness Based Interventions (MBI's) are showing very positive outcomes for moderate mental health problems such as depression and anxiety. This 2-day training will emphasize experiential learning by leading participants through the 4 week MAST curriculum followed by group discussion on the experience. There will be time for in-session practice teaching of exercises and guided meditations.

GOALS: This training initiative will introduce clinicians to mindfulness practices through experiential learning. Participants will have the skills to use the MAST curriculum to support clients in their setting. This training will provide an opportunity for clinicians to deepen their own mindfulness practice which will serve as a foundation for providing mindfulness based interventions with clients

For more information about ADLER Faculty of Continuing Education programs, including, upcoming schedules and registration information, please visit adler.ca or call us at **1.877.923.4419** (locally in Toronto, please call **416.923.4419**).



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