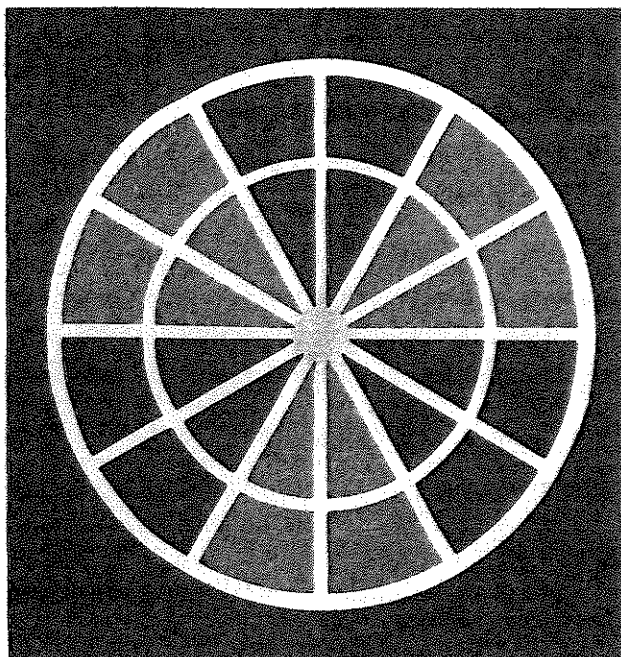


**ALFRED
ADLER
INSTITUTE**



**CATALOG
1972-1973**

ALFRED ADLER INSTITUTE OF CHICAGO, INC.
110 S. DEARBORN STREET
CHICAGO, ILLINOIS 60603
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I. INTRODUCTORY INFORMATION

1. STATEMENT OF PURPOSE

The Alfred Adler Institute offers professional training in the principles and methods of Individual Psychology — the system originated and developed by Alfred Adler. The Institute teaches psychological theory and offers practice under the supervision of qualified faculty members. Students may enroll for studies leading to the award of a Certificate, or for specific courses without participating in the Certificate Program.

The Institute also engages in a program of public education through workshops and seminars, and provides consultants for school systems, industry, social and mental health agencies, church groups, family education centers, business organizations, and a wide variety of special interest groups. This service is called Human Dynamics Consultants, a division of the Institute.

The Institute maintains a library containing works on Individual Psychology and related fields, as well as a bibliography of journals for individuals engaged in writing and research.

The Institute publishes and distributes books and pamphlets in the field of Individual Psychology, sells tapes, sells and rents films and videotapes, and publishes a quarterly newsletter.

Also, the Institute is in the process of establishing the Rudolph Dreikurs Educational Resource Center to provide additional resources (books, films, audio and videotapes) for the training of professionals and laymen in Individual Psychology.

2. GENERAL INFORMATION

The Institute was founded in 1952 by Rudolph Dreikurs, M.D., a student of Alfred Adler. Until his death in 1972 he was one of the leading advocates and spokesmen for Adler's way of understanding human behavior. It is a not-for-profit corporation, approved by the Superintendent of Public Instruction of the State of Illinois as a postsecondary educational institution, and the State Approving Agency for Veterans' Education.

It is located at 110 South Dearborn Street, Chicago, Illinois, in the heart of the Loop, convenient to transportation, libraries, and museums. The administrative offices, classrooms, library, and conference rooms are located at this address.

Currently the Institute is applying to the Superintendent of Public Instruction of the State of Illinois for graduate degree-granting status and to the North Central Association of Colleges and Secondary Schools for accreditation.

This catalog contains a general guide of the requirements for various courses and programs. For a sufficient reason, variations may be permitted.

The information contained herein is subject to change without notice.

3. QUALIFICATIONS FOR ADMISSION

It is the policy of the Institute to make admissions decisions without reference to the race, religion, national origin, or sex of the applicant.

The criteria for admission to the Certificate Programs are listed under

the specific heading of each program. For a sufficient reason, exceptions may sometimes be permitted by the Committee on Admissions.

Students possessing the necessary qualifications may enter one of the Certificate Programs, or take one or more courses without working towards a Certificate.

APPLICATION PROCEDURES FOR ADMISSION

1. *A new student who wishes to enter a Certificate Program* should write to the Director of Admissions, Alfred Adler Institute, 110 South Dearborn Street, Chicago, Illinois 60603 to secure an application form, indicating the specific Certificate for which he desires to study, i.e., Child Development, Psychotherapy, or Counseling and Guidance. The completed form should be submitted to the Institute *at least two weeks prior to the beginning of the quarter.*

Applicants shall submit *official* transcripts of their academic records at all colleges and universities attended. (Those applying for the Child Development Certificate shall submit a copy of their high school diploma or equivalent.) Applicants should advise the registrars of these schools to forward their official transcripts to the Director of Admissions, Alfred Adler Institute, 110 South Dearborn, Chicago, Illinois 60603. These records should be requested well in advance so that the Institute receives them at least two weeks prior to the first class of the quarter.

2. *A new student who wishes to take one or more courses without entering the Certificate Program* shall submit some *official* statement of the degree attained (or high school graduation or equivalent for the Child Development courses). This statement must be submitted *at the time of course registration.* If, after taking a course or courses, such a student decides to apply for admission to a Certificate Program, he must follow the procedure noted above in #1.

3. *A student who is continuing his studies at the Institute* (whether in the Certificate Program or not) will be informed by the Institute at a later date regarding any transcripts or statements needed to complete his file.

REGISTRATION FOR COURSES

- All students (whether new or previously enrolled at the Institute) may register for a course or courses on the form printed in the *Newsletter* distributed some weeks prior to the beginning of each quarter or on the form provided with this catalog. New students who wish to enter the Certificate Program should follow "Application Procedures for Admission," in addition to submitting the Course Registration form.
- Because of limited enrollment in some courses, all students are advised to *register by mail at least two weeks prior to the beginning of each quarter.* The matriculation fee should accompany the course registration of new students.

N.B. The Institute reserves the right to cancel any course, revise subject matter content, or alter schedules.

6. ADMISSION TO CANDIDACY

In the Certificate Programs in Psychotherapy and Counseling and Guidance, certain courses (core courses) must be satisfactorily completed prior to application for candidacy. The specific courses are so designated in the course listing under each program. The Candidacy Committee of the Institute passes judgment on the aptitude of the applicant for Candidacy. When a candidate is approved, he automatically becomes eligible for the practicum.

7. THE SCHOOL YEAR

The school year consists of three quarters of eleven weeks each. The Fall Quarter begins the first week of October, the Winter Quarter the first week of January, and the Spring Quarter the last week of March.

The legal holidays which occur during the quarter and are observed as free days from class are: Thanksgiving, New Year's and Memorial Day.

Most classes are conducted in the late afternoon or early evening.

Also, throughout the school year and during the summer, some of the courses are presented as week-end or full-week workshops.

8. CREDIT

In general, each course is given for a period of eleven weeks. The class is conducted once a week for a period of two hours. One credit is offered by the Institute for each course successfully completed, unless otherwise noted. Credit may also be obtained for many of the workshops.

Students who have received previous training which is applicable and appropriate to the Certificate Program will be given credit at the Institute for such training. This will be counted as credit towards certification. A review and evaluation will be made by the Admissions Committee of the Institute.

9. GRADES

Students in the Certificate Programs in Psychotherapy and Counseling and Guidance are expected to maintain a higher level of academic achievement than undergraduate students. A "C" grade will be acceptable in no more than half of the courses for these two Certificate Programs.

- A — Exceptional Achievement
- B — Superior Achievement
- C — Basic Achievement
- D — Achievement unacceptable for graduate credit
- P — Pass. Given in courses taken on a pass-fail basis.
- F — Failure

INC — Incomplete. Indicates that the student has not completed all the requirements for a given course by the end of the quarter. An incomplete may be removed and credit given when the requirements are met within the time set by the instructor.

R — Registered. For those who are registered, but do not desire academic evaluation of their work. This grade has no credit value in the Institute.

Each student will receive a grade report after the quarter has ended.

10. TUITION AND FEES

Tuition and fees listed here are for 1972-73 and are subject to change without notice.

Tuition per Course	\$90.00
Matriculation Fee (paid once)	25.00
Library Fee (each quarter)	1.00
Deferred Payment Fee	3.00
Deferred Payment Delinquency Fee	1.00
Fee for Each Transcript of Credit	1.00

The Institute expects all tuition and fees to be paid prior to or at the time of the first course for which a student is registered.

For those unable to meet this requirement, the Institute, upon payment of a \$3.00 Deferred Payment Fee, offers the following plan:

- Payment of 1/3 of tuition and fees prior to or at the time of first class.
- Payment of 1/3 of tuition and fees prior to or at the time of third class.
- Payment of 1/3 of tuition and fees prior to or at the time of sixth class.

Students who fail to make payments by the scheduled date will be assessed \$1.00 for each such delinquency.

Refund Policy —

1. Applicants not accepted by the Institute shall receive a refund of all tuition and fees paid.
2. If notice of cancellation is given after the contract is executed, but before the beginning of the course, all tuition and other charges, except \$10.00, shall be refunded.
3. If notice of cancellation is given after the contract is executed and the course has begun, all tuition and other charges, except \$10.00, shall be refunded based on prorating the length of the completed portion of the course to the minimum number of classes (6) required to obtain credit.
4. The refund of tuition and other charges (as noted in #3 above) will be made according to the following schedule:

Attendance up to 2 weeks (inclusive)	25%
Attendance up to 4 weeks (inclusive)	50%
Attendance up to 6 weeks (inclusive)	75%
Beyond 6 weeks	100%

If withdrawal from a course is necessary, the Institute should be notified immediately. Refunds must be claimed within 6 months from the date of the first class.

The tuition and fees for auditing a course are the same as the cost of taking a course for credit.

11. SCHOLARSHIPS

After a student has successfully completed at least one course at the Institute, he may submit a Scholarship Application form, obtainable at the Admissions Office, to the Scholarship Committee. Scholarships for tuition only are awarded periodically to deserving students. Among the scholarships awarded are the Erwin O. Krausz Memorial Scholarship and the Phyllis Bottome Memorial Scholarship (for British Commonwealth students).

12. CLASS ATTENDANCE

The student has the responsibility to maintain regular and punctual attendance at class. A student whose absences seriously affect the quality of his work and/or the progress of the class will be notified by the instructor. After the notification, if the student's absence makes it impossible for him to continue in the course, he may be notified of this fact on a termination notice. While attendance at every class is strongly encouraged, a student must attend at least 6 classes and satisfactorily complete the course to receive credit.

Students living outside of Metropolitan Chicago who have special difficulties in commuting weekly may be able to arrange a schedule with the instructor and/or Institute whereby missed classes may be made up by audio tapes.

13. STUDENT CONDUCT

The Institute expects high standards of personal conduct from its students.

1. Students may be excluded from classes by their instructors for excessive absence or disruptive behavior.
2. Students may be excluded from classes by administrative action if they fail to comply with Institute regulations.
3. Procedures for appeals are being established by a committee of representatives of the faculty, administration and Candidates' Association of the Institute.

14. CANDIDATES' ASSOCIATION

The Candidates' Association meets periodically to discuss matters of interest to the student body and to make recommendations to the faculty and administration of the Institute. Elected representatives of the Candidates' Association participate in meetings of the faculty and Curriculum Committee.

15. CERTIFICATION

The requirements for certification are contained in the description of each of the three Certificate Programs. In addition to these requirements, final faculty approval is necessary for the granting of the Certificate.

16. CHANGE OF REQUIREMENTS

From time to time it becomes necessary for the Institute to change certain requirements for the Certificate Programs, prerequisites, scheduling of courses, etc. Special consideration will be given to students enrolled prior to such modifications so that the new requirements will not be a hardship to them.

II. THE CERTIFICATE PROGRAMS

The Alfred Adler Institute offers programs leading to certification in (1) Psychotherapy, (2) Counseling and Guidance, (3) Child Development. A qualified student may enter one of these programs, or take one or more courses without entering the program.

N.B. A waiver of eligibility requirements and course prerequisites may be permitted in individual cases because of experience, degree and/or profession.

1. PSYCHOTHERAPY PROGRAM

Eligibility: Either a Ph.D., M.D., M.S.W., or M.A. in Clinical Psychology.

Those who are enrolled in an appropriate Ph.D. program may be able to take the courses in Psychotherapy concurrently with their other studies. Clergymen with a background in counseling or psychological studies will be considered for admission to the program in Psychotherapy.

The requirements are:

COURSES

- * 101-102 AN INTRODUCTION TO INDIVIDUAL PSYCHOLOGY I & II (A 2 Quarter Sequence)
- * 201-202 PSYCHODYNAMICS OF PSYCHOPATHOLOGY I & II (A 2 Quarter Sequence)
- 203 PSYCHODYNAMICS OF PSYCHOPATHOLOGY III
- * 211-212 CLINICAL ASSESSMENT I & II (A 2 Quarter Sequence)
- * 213 INTERVIEWING TECHNIQUES
- * 221-222 THEORY AND PRACTICE OF PSYCHOTHERAPY AND COUNSELING I & II (A 2 Quarter Sequence)
- 231-232 THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY I & II (A 2 Quarter Sequence)
- * 401 PROFESSIONAL PROBLEMS

PRACTICUM

When a student becomes a candidate, clients will be assigned to him by the Institute. These clients will be seen under supervision, i.e., through individual conferences and multiple interviews with the supervisor. The practicum requirements are:

- (a) 4 cases, each of which is seen by the candidate in consultation with a different consultant. The candidate sees each case a minimum of 25 single sessions, plus a minimum of 5 "double interviews" with the consultant supervising that case, for a minimum of 120 hours.
- (b) 30 hours of Small Group Supervision.
- (c) 28 additional hours of Practicum are required for those who specialize in Group Psychotherapy.

CONTINUING CASE SEMINAR (2 Quarters)

DIDACTIC THERAPEUTIC EXPERIENCE — The candidate will undergo a personal therapeutic experience. He will select his therapist from a list approved by the Institute. Arrangements pertaining to the length of the experience will be made privately between the candidate and therapist.

PAPER — Upon completion of his course of study, the candidate will be asked to write a paper on some aspect of Individual Psychology. The form and length of the paper will be determined in consultation with the candidate's advisor.

FINAL ORAL EXAMINATION — The faculty will conduct an oral examination of the candidate prior to the granting of a Certificate.

For a sufficient reason, any of the above requirements may be waived.

2. COUNSELING AND GUIDANCE PROGRAM

Eligibility: An appropriate baccalaureate degree.

The requirements are:

COURSES

- * 101-102 AN INTRODUCTION TO INDIVIDUAL PSYCHOLOGY I & II (A 2 Quarter Sequence)
- 103 PSYCHOLOGY OF EVERYDAY LIFE
- * 201-202 PSYCHODYNAMICS OF PSYCHOPATHOLOGY I & II (A 2 Quarter Sequence)
- * 211-212 CLINICAL ASSESSMENT I & II (A 2 Quarter Sequence)
- * 213 INTERVIEWING TECHNIQUES
- * 221-222 THEORY AND PRACTICE OF PSYCHOTHERAPY AND COUNSELING I & II (A 2 Quarter Sequence)
- 233 GROUP COUNSELING
- * 401 PROFESSIONAL PROBLEMS

Two of these four:

- 234 ADVANCED GROUP COUNSELING
- 241 (or 242) FAMILY COUNSELING
- 243 SCHOOL COUNSELING
- 244 MARRIAGE COUNSELING

PRACTICUM

When a student becomes a candidate, clients will be assigned to him

* In order to become a candidate for the Certificate in Psychotherapy or Counseling, a student must successfully complete all of the core courses (*). He may then apply to the Candidacy Committee of the Institute for approval as a candidate. When a candidate is accepted, he automatically becomes eligible for the practicum.

by the Institute. These clients will be seen under supervision, i.e., through individual conferences and multiple interviews with the supervisor. The practicum requirements are:

- (a) 10 cases, each of which is seen a minimum of 3 times. In addition, the candidate sees each client at least once with a consultant, using at least 2 different consultants, for a minimum of 40 hours.
- (b) 30 hours of Small Group Supervision.
- (c) 28 additional hours of Practicum are required for those who specialize in Group Counseling.

CONTINUING CASE SEMINAR (2 Quarters)

DIDACTIC THERAPEUTIC EXPERIENCE — It is strongly recommended that the candidate undergo a personal therapeutic experience. He will select his therapist from a list approved by the Institute. Arrangements pertaining to the length of the experience will be made privately between the candidate and therapist. This experience may be required in certain cases.

PAPER — Upon completion of his course of study, the candidate will be asked to write a paper on some aspect of Individual Psychology. The form and length of the paper will be determined in consultation with the candidate's advisor.

FINAL ORAL EXAMINATION — The faculty will conduct an oral examination of the candidate prior to the granting of a Certificate.

For a sufficient reason, any of the above requirements may be waived.

3. CHILD DEVELOPMENT PROGRAM

This program has been formulated to respond to the training needs of child care and day care workers, family counselors, teachers, teacher aides, group leaders, parents, etc. The thrust of the courses and internships is extremely practical. Students may enroll for studies leading to the award of a Certificate or for individual courses without participating in the Certificate Program. Many of the courses in this program are on the undergraduate level, but they will be of interest and value to graduate students as well as undergraduates.

Eligibility: High School Diploma or equivalent

The courses and practicum for the Child Development Certificate are:

- 101 (or 102) AN INTRODUCTION TO INDIVIDUAL PSYCHOLOGY
- 103 PSYCHOLOGY OF EVERYDAY LIFE
- 104-105-106 PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF THE CHILD I, II & III
(A 3 Quarter Sequence)

107 FAMILY DYNAMICS

131-132 GROUP LEADERSHIP TRAINING I & II (*Parents' Groups and Children's Groups*) (A 2 Quarter Sequence)

141-142 CHILD COUNSELING I & II (*Theory and Practice*) (A 2 Quarter Sequence)

161-162 BEHAVIOR PROBLEMS OF CHILDREN I & II (A 2 Quarter Sequence)

163 RETARDED AND AUTISTIC CHILDREN

Seminars in:

166 THE BROKEN HOME

167 THE GHETTO FAMILY

168 TOPICS IN ADOLESCENCE

169 SEX AND THE CHILD

Training (Internships) in:

PLAYROOM

STUDY GROUPS

SUMMARIZING COUNSELING SESSIONS

SUPERVISED COUNSELING

III. COURSES FOR EDUCATORS

Many of the courses listed in this catalog under the various Certificate Programs are especially valuable to educators who meet the eligibility criteria and wish to take an individual course or courses. The courses listed below are designed especially for those in the field of education.

- 233 GROUP COUNSELING
- 234 ADVANCED GROUP COUNSELING
- 243 SCHOOL COUNSELING
- *251 BEHAVIOR PROBLEMS IN THE CLASSROOM
- *252 READING INSTRUCTION AND DIAGNOSIS IN THE
PRIMARY AND ELEMENTARY GRADES
- 253 CONSULTATION
- 351 SEMINAR IN EDUCATION

*These courses have been specifically approved by the Chicago Board of Education for Lane Change III. A petition for approval has been submitted for the other courses.

IV. ELECTIVE COURSES

In addition to the required courses, students in the Certificate Programs as well as other students may choose to take one or more electives. Besides the courses listed above for the Certificate Programs and for educators, the following courses are offered:

- 204 DESCRIPTIVE PSYCHOPATHOLOGY
- 214 LIFE STYLE DIAGNOSIS
- 215 DREAMS
- 235 PSYCHODRAMA
- 300 Series ADVANCED SEMINARS as listed under "V. COURSES OF
INSTRUCTION"

V. COURSES OF INSTRUCTION

101-102 AN INTRODUCTION TO INDIVIDUAL PSYCHOLOGY

I & II (A 2 Quarter Sequence)

This course deals with the development of personality through learning and perception. The theoretical principles of Individual Psychology will be presented as they form the basis of understanding the influences upon the development of the child — hereditary and environmental, physical, social, and cultural — leading to the formation of the Life Style. The purposiveness of behavior, the totality of the person (holism), creativity, and self-determination will be explored as they explain the significance of the Family Constellation.

It also considers the inter-relationships between the individual and society in general. The logic of social living, the principle of equality, and the basic requirements for cooperation will be explored as they apply to the solution of the life tasks, vocation, inter-personal relationships, sex, dealing with oneself and exploring the meaning of existence.

103 PSYCHOLOGY OF EVERYDAY LIFE

Covered in this course are issues in living, such as birth, vocational choice, marital conflict and amity, humor, developmental crises (e.g., puberty, menopause), death, as well as other topics raised by students.

104-105-106 PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF THE CHILD I, II & III (A 3 Quarter Sequence)

This course examines the developing child as a striving organism in a social field. Age-related behaviors, the role of parents, physical issues, the role of emotions, the tasks of developmental stages are discussed.

107 FAMILY DYNAMICS

Discussions of the family system are interspersed with opportunities to interview and counsel families. The understanding of family dynamics will be the main focus of the course.

131-132 GROUP LEADERSHIP TRAINING I & II (A 2 Quarter Sequence)

The student will be required to understand the workings of groups and will be expected to learn to lead a group of parents in discussions about themselves and their own children, and to learn to lead a group of children in such a way as to enable them to deal with some of their problems in a useful and problem-solving way.

141-142 CHILD COUNSELING I & II (A 2 Quarter Sequence)

This course covers the theory and practice of interviewing and counseling children. Various counseling methods will be described. Topics include understanding the behavior of the child, rapport with the child, and encouragement.

161-162 BEHAVIOR PROBLEMS OF CHILDREN I & II (A 2 Quarter Sequence)

The focus is on various forms of children's norm-violating behavior,

methods of understanding the individual child, encouragement, and various corrective methods.

163 RETARDED AND AUTISTIC CHILDREN

This course is devoted to the special care requirements of the retarded and/or autistic child.

The following seminars in the 100 series will be offered:

166 SEMINAR ON THE BROKEN HOME

167 SEMINAR ON THE GHETTO FAMILY

168 SEMINAR ON TOPICS IN ADOLESCENCE

169 SEMINAR ON SEX AND THE CHILD

201-202 PSYCHODYNAMICS OF PSYCHOPATHOLOGY I & II (A 2 Quarter Sequence)

The significance of the crisis situation, the creation, maintenance and purpose of symptoms, and the dynamics of the neuroses, psychoses, personality and psychosomatic disorders will be developed. (Prerequisite: 101-102)

203 PSYCHODYNAMICS OF PSYCHOPATHOLOGY III

Schizophrenia, manic-depressive psychoses, and the paranoid states are discussed. The symptomatic differences between organic and functional psychoses are described. The viewpoint is phenomenological and teleological. (Prerequisite: 201-202 and some clinical experience or permission of instructor)

204 DESCRIPTIVE PSYCHOPATHOLOGY

This course is designed for students who need more familiarity with the signs or symptoms of the various psychopathologic conditions. Onset and typical course of the neuroses, psychoses, personality disorders and the structural and chemical derangements of the mental processes are included. (Prerequisite: 101-102)

211-212 CLINICAL ASSESSMENT I & II (A 2 Quarter Sequence)

The emphasis in this course will be upon the principles underlying the diagnostic process. The approach will be toward understanding the individual's movement in his life-space rather than upon clinical diagnosis. The diagnostic procedures discussed include observation, dreams, early recollections, the family constellation, and psychological tests. (Prerequisite: 201-202 or concurrent)

213 INTERVIEWING TECHNIQUES

The uses of the interview for diagnostic and therapeutic purposes will be compared. Much of the course will be devoted to the analysis of interview techniques. Typescripts and tape recordings will be used for illustration. (Prerequisite: 211-212)

214 LIFE STYLE DIAGNOSIS

The focus of this course is on both early recollections and the family constellation. It deals with the meaning and significance, solicitation and interpretation of early recollections. The factors important for their interpretation will be discussed as well as their usefulness in helping to gain an understanding of the individual's life style and current outlook on life. The early social milieu in which the individual develops his fundamental attitudes is discussed with an emphasis on understanding the importance of each of the family members with regard to the individual's subjective view of himself and his world during the years when the basic outline of his life style is being formed. (Prerequisite: 211-212)

215 DREAMS

Dream interpretation will be viewed in the light of Adlerian psychology. The focus will be on understanding the function of the dream for the individual. (Prerequisite: 211-212)

221-222 THEORY AND PRACTICE OF PSYCHOTHERAPY AND COUNSELING I & II (A 2 Quarter Sequence)

This course investigates the general process of psychotherapy and counseling, their goals, and the various methods used to achieve them. Special emphasis is placed upon the respective roles of the therapist and patient and the nature of the therapeutic relationship. While the central focus of the course is Adlerian, other approaches to psychotherapy and counseling will be examined.

It also examines the major aspects of the therapeutic situation. These include rapport, analysis, interpretation, resistance, the development of insight, and termination. The teleological viewpoint will be compared with that of other psychotherapeutic and counseling systems. (Prerequisite: 211-212)

231-232 THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY I & II (A 2 Quarter Sequence)

Historical development and importance of group action techniques are presented. Various theories of group therapy are presented and compared to the theories of Individual Psychology. Principles of action techniques are discussed. The class will constitute a group itself in order to practice the methods which will be taught, and students will have the experience of group leadership. (Prerequisite: 211-212)

233 GROUP COUNSELING

The class studies the group process, its theory, and procedures, through theoretical discussion and practical experience. Each student is expected to lead a group. This course is especially designed for the needs of school and other institutional counselors, personnel and vocational counselors, community workers, and discussion group leaders.

234 ADVANCED GROUP COUNSELING

The development of competency in group counseling through didactic presentations, demonstrations by the leader, participation in an ongoing group,

and some opportunity to lead under supervision. This course is especially designed for those listed in the description of Course 233. (Prerequisite: 233)

235 PSYCHODRAMA

This course provides training in the action therapies — Psychodrama and Sociometrics — meeting the training needs of the participants through the experience of opening, developing and closing Psychodrama sessions. A variety of techniques will be explained and used: the double, the mirror role playing, soliloquy, role reversal. This course is designed for those interested in self-improvement as well as those who wish to use Psychodrama as a therapy technique. (Credit for this course may be partial.)

241-242 FAMILY COUNSELING I & II (Theory and Practice) (A 2 Quarter Sequence)

A lecture-demonstration course dealing with corrective measures for the improvement of disturbed parent-child relationships. Topics to be discussed will be lack of responsibility, academic and social inadequacies, rivalry and friction between children, and various forms of norm-violating behavior.

243 SCHOOL COUNSELING

This course focuses on the application of Adlerian principles to counseling children, adolescents, parents, and teachers. It is a lecture-demonstration course dealing with corrective measures for the improvement of disturbed relationships among children, parents and teachers. Students will be encouraged to bring individual children, groups of children, or the parents of children who have problems in school for counseling demonstrations and for class discussion. School counselors will have the opportunity to counsel teachers under supervision of the instructor. (Prerequisite: 251)

244 MARRIAGE COUNSELING

The application of counseling techniques to the understanding and solution of premarital and marital problems will be demonstrated primarily through the use of the case method. (Prerequisite: 211-212)

251 BEHAVIOR PROBLEMS IN THE CLASSROOM

This course is designed for teachers, principals, and school counselors, to assist them in understanding the child's deficiencies and his faulty motivations. Topics discussed will include the child's reluctance to assume responsibilities, academic and social inadequacies, defiance of order, and other forms of norm-violating behavior. Corrective methods will be suggested. The course will also deal with specific methods of understanding the individual child as well as the non-specific methods of encouragement, establishment of a good personal relationship with children, and the use of group dynamics.

252 READING INSTRUCTION AND DIAGNOSIS IN THE PRIMARY AND ELEMENTARY GRADES

This course is an Adlerian approach to reading instruction. It is an analysis of the child's psychological development which prevents him from

reading normally. It covers developmental, corrective, and remedial procedures in diagnosis and in instruction from a psychological point of view.

253 CONSULTATION

The class becomes acquainted with the application of Adlerian theory to consultation with teachers and parents, individually and in groups. Emphasis is also placed on consulting with administrators and developing a hierarchy for consulting with the total system.

The following seminars in the 300 series will be offered at the request of 10 students:

301 SEMINAR IN PERSONALITY THEORY

311 SEMINAR IN DIAGNOSIS

321 SEMINAR IN INDIVIDUAL PSYCHOTHERAPY AND COUNSELING

331 SEMINAR IN GROUP DYNAMICS AND GROUP PSYCHOTHERAPY

341 SEMINAR IN COUNSELING

351 SEMINAR IN EDUCATION

361 SEMINAR IN CHILD DEVELOPMENT

371-372 CONTINUING CASE SEMINAR

A client will continue for 11 weeks from the initial interview in counseling or psychotherapy in front of the class in order to demonstrate the process. After each session the class will remain to discuss the process. (This course is both a practicum and seminar. Prerequisite: Candidacy Status)

401 PROFESSIONAL PROBLEMS

Topics such as privacy, confidentiality, fees, commitment, legal problems, and ethical issues will be presented. (Prerequisite: Candidacy Status)

402-403-404 SMALL GROUP SUPERVISION — A PRACTICUM

Students bring their own cases for class discussion and analysis. (Prerequisite: Candidacy Status)

405 PRACTICUM IN GROUP PSYCHOTHERAPY

This practicum offers candidates the opportunity to develop skills in a process group under the supervision of a skilled group therapist. (Prerequisite: Candidacy Status)