



CATALOGUE 1978-1980

ALFRED ADLER INSTITUTE OF CHICAGO
159 N. Dearborn Street
Chicago, Illinois 60601
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Rudolf Dreikurs

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Robert T. Cross, M.A.	Sherwood Perman, M.A.
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INTRODUCTORY INFORMATION

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 practica under the supervision of qualified faculty members. Students may enroll for studies leading to the award of a Master of Arts degree or a Certificate, or for specific courses without participating in a program. All of the training is clinically oriented.

The Rudolf Dreikurs Psychological Services Center, a division of the Institute, offers low cost individual and group psychotherapy and counseling for children and adults, including family therapy.

The Sol and Elaine Mosak Library, maintained by the Institute, contains works on Individual Psychology and related fields, as well as a collection of journals for those engaged in writing and research.

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

Through Human Dynamics Consultants, the Institute 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.

Plans are underway for the Rudolf Dreikurs Educational Resource Center to provide additional resources (books, films, audio and video tapes) for the training of professionals and laymen in Individual Psychology.

GENERAL INFORMATION

The Institute was founded in 1952 by Rudolf 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. The Institute is a not-for-profit corporation, approved by the Illinois Office of Education as a post secondary educational institution with authority to award the Master of Arts degree in Counseling Psychology and certificates in counseling psychology, psychotherapy and child development.

In July, 1976 the Institute received candidate status for accreditation with the North Central Association of Colleges and Schools (Commission on Institutions of Higher Education).

It has been fully accredited by the Illinois State Medical Society for Category I Continuing Medical Education credit for physicians. It has also been accredited by the National Accreditation Association, an accrediting body of training institutes in psychotherapy. It has been approved for eligibility for a variety of federal funds, and is listed in the **HEW Education Directory: Colleges and Universities**. The Illinois State Approving Agency for Veterans' Education has approved the Institute for reimbursement for qualified veterans. The Chicago Board of Education has explicitly approved its courses for teachers for post-Master's level credit. The Rudolf Dreikurs Psychological Services Center is registered with the Illinois Department of Registration and Education.

The Institute is located at 159 North Dearborn Street, in downtown Chicago, convenient to transportation, libraries, and parking facilities. The administrative offices, classrooms, Sol and Elaine Mosak Library, conference rooms, and the Frances Mosak Goodman Student Lounge are located at this address.

This Catalogue contains an outline of the requirements for the courses and programs at the time of its publication. This information is subject to change without notice.

NON-DISCRIMINATORY POLICY

The Institute admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school administered programs.

QUALIFICATIONS FOR ADMISSION

The criteria for admission to the programs are listed under the specific heading of each program.

Students possessing the necessary qualifications may enter one of the programs or take one or more courses without working towards a degree or certificate.

APPLICATION PROCEDURES FOR PROGRAM ADMISSION

1. A student who wishes to enter a program should complete an admission application and submit it to the Admissions officer, Alfred Adler Institute.
2. Applicants for admission should arrange for the registrars of all colleges and universities attended to send directly to the Institute official copies of transcripts. Admissions decisions cannot be made until these are received. Within two weeks of the time that the necessary documents have been filed, the admission decision is communicated by mail.
3. Students who wish to take one or more courses without applying for admission to a program should arrange for the registrars of all colleges and universities attended to send directly to the Institute official copies of transcripts. For courses in the 100 series, a copy of a high school diploma or equivalent suffices.

REGISTRATION FOR COURSES

1. Registration for all courses is made by mail using the registration form in the Newsletter. Students who wish to be admitted to a program should follow "Application Procedures for Admission" in addition to submitting the course registration form. All students must have official transcripts sent to the Institute prior to the first class.
2. Students are requested to register by mail at least two weeks prior to the beginning of each quarter. Otherwise, a late registration fee of \$5.00 is charged if any openings remain. The matriculation fee must accompany the course registration of new students. (See "Tuition and Fees.")
3. For most courses, a list of texts and suggested readings is mailed to the student prior to the first class. Students are encouraged to purchase their textbooks well in advance of the first class.

4. The Institute reserves the right to cancel any course, revise subject matter content, and alter schedules.

ADMISSION TO CANDIDACY

Please note the distinction between admission to a program and admission to candidacy. **Program admission** refers to a student's admission to the degree program or one of the certificate programs. It signifies that a student appears to meet the academic and other criteria for program eligibility. This decision is made by the Admissions Committee.

Prior to application for **admission to candidacy**, the core courses must be satisfactorily completed. The specific courses are so designated in the course listing under each program. In addition, the student's grades must be in accord with Institute requirements, and the student must appear, in the judgement of the faculty to have the potential to develop those skills and competencies which are required for effective counseling or psychotherapy. (See "Grades" and "Non-academic criteria.")

When the core courses have been completed, a student may write to the Dean of Students, requesting candidacy. Proposals for candidacy are made to the faculty by the Dean of Students, in consultation with the Student Evaluation Committee. If a student has not maintained at least a "B" average at the time of application for candidacy, the student may not be proposed for candidacy. If an applicant is approved by the faculty, he or she is eligible to begin the practicum.

THE SCHOOL YEAR

The school year consists of three quarters of eleven weeks each, and intensive, short-term Summer courses. 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 three quarters and are observed as free days from classes are: Thanksgiving, New Year's, and Memorial Day. These classes will be made up prior to the end of the quarter.

Most classes are conducted in the late afternoon or early evening. Throughout the school year and during the Summer, some of the courses are given on Saturdays and/or Sundays or on four successive days.

CREDIT

Most courses are taught once a week for a period of two hours for eleven weeks. Courses which are scheduled differently include approximately the same amount of class time. One credit is offered by the Institute for each course successfully completed, unless otherwise noted. One Institute credit is usually considered as the equivalent of 1½ semester hours or 2½ quarter hours.

Students who have received previous training which is applicable and appropriate to their program will be given credit at the Institute for such training. This will be counted as credit towards a degree or certification. A review and evaluation will be made by the Dean of Students.

GRADES

Students are expected to maintain a high level of academic achievement. Prior to graduation, a student is required to demonstrate basic com-

petence in all areas of his or her study. The grades are:

- A—Excellent
- B—Satisfactory
- C—Passing
- F—Fail
- P—Pass (on a pass-fail basis)
- R—Registered (in those cases in which no grade is given)

Inc.—This indicates that the examination and/or other assignments required for the course have not yet been satisfactorily completed. A grade may be entered when the requirements have been met within a time limit approved by the Institute.

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

NON-ACADEMIC CRITERIA

As a training institution in psychotherapy and counseling, the Institute has serious responsibilities to the public at large, the community it serves, as well as to its students. The Institute, therefore, employs non-academic as well as academic criteria in the evaluation of its students. The non-academic criteria relate to those qualities required for an individual to work effectively as a counselor or therapist.

At the end of each quarter, a list of all students enrolled during that quarter is sent to members of the faculty with the request that he or she provide evaluative comments regarding any student's ability to work effectively as a counselor or therapist. These comments are reviewed by the Student Evaluation Committee. The Committee, through the Dean of Students, makes appropriate recommendations to the students, and, in some cases, to the faculty.

TUITION AND FEES

Tuition and fees listed are those in effect at the time of publication of the Catalogue. They are subject to change without notice.

Tuition per course	\$150.00
Matriculation Fee (paid once)	30.00
Library Fee (each quarter)	1.00
Student Association Fee (each quarter)	2.00
Deferred Payment Fee (per quarter)	3.00
Payment Delinquency Fee (per course)	1.00
Fee for each transcript of credit	2.00
Late registration Fee (per registration)	5.00
Late submission of examination	7.50
Graduation Fee	30.00

The Institute expects all tuition and fees to be paid at the time of registration. 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 at the time of registration.
- Payment of 1/3 of tuition and fees at the time of the third class.
- Payment of 1/3 of tuition and fees at the time of the sixth class.

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

Refund Policy—

1. Applicants not accepted by the Institute will 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, will be refunded. This fee is required for the processing of the registration.
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, will 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:

Up to second week of class (inclusive)	75%
Up to fourth week of class (inclusive)	50%
Up to fifth week of class (inclusive)	25%
Beyond fifth week of class	No Refund

If withdrawal from a course is necessary, the registrar 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.

SCHOLARSHIPS AND LOANS

1. Scholarships for tuition are awarded each quarter to deserving students. Among the scholarships awarded are the Erwin O. Krausz Memorial Scholarship, the Erich Sachs Memorial Scholarship, the Sadie Dreikurs Art Therapy Scholarship, the Zerline Muhlman Metzger Memorial Art Therapy Scholarship, and Phyllis Bottome Memorial Scholarship (for British Commonwealth students).

A scholarship application may be obtained from the receptionist.

The Scholarship Committee awards scholarships according to these guidelines:

- a. The total number of scholarships awarded during each quarter shall not exceed 5% of the student enrollment during the previous quarter. Scholarships for the Summer courses shall not exceed 5% of the course enrollment of the previous Summer.
- b. Scholarship applicants must have completed a least one quarter of study at AAI within the previous academic year, and have been admitted to a program (i.e., not students at large).
- c. Scholarships shall be offered only for courses which are part of the program to which the applicant has been admitted, and which are required for the applicant's completion of the program.

- d. Scholarships are not available for Courses 499, 502-505.
2. Qualified veterans are eligible for reimbursement from the Veterans Administration. Please contact the registrar's office for details.
3. Qualified students may be eligible for federal financial aid through the Illinois Guaranteed Student Loan Program. Details are available at the registrar's office.

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 a 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 Institute whereby a limited number of missed classes may be made up by audiotapes and/or videotapes.

STUDENT CONDUCT

The Institute expects a high standard 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. Students, in every respect, are expected to adhere to the code of ethics of their professions. They are encouraged to enroll in the course, "Professional Problems", early in their programs to acquaint themselves with these issues. Students of the Institute are not permitted to maintain private practices unless legally and professionally qualified. Anyone who does so jeopardizes the opportunity to continue his or her studies at the Institute. (See "Purpose" under program descriptions.)
4. Appeals re #1 and #2 above may be made to the Problem-Solving Committee, which includes representatives of the faculty, administration, and student body.

STUDENT ASSOCIATION

The purposes of the Alfred Adler Institute Student Association (AAISA) are to represent the common interest of the students, to be the voice of the students in the decision-making process, to sponsor activities for the students, and to disseminate information of concern to the students.

All students who are registered for a course during the year are members of AAISA, as well as all candidates of a degree or certificate program.

An AAISA observer is invited to attend the meetings of the Board of Directors; two AAISA representatives are invited to meetings of the faculty; AAISA membership is included on most of the committees of the Institute.

FACULTY APPROVAL

The requirements for a degree and certification are contained in the description of each of the programs. In addition to the fulfillment of these requirements, final faculty approval is necessary for the granting of the degree and certificate.

MODIFICATIONS

From time to time it becomes necessary for the Institute to change certain requirements for the programs, prerequisites, scheduling of courses, etc. Students who have been admitted to a program may be held to the program changes.

THE INSTITUTE PROGRAMS

The Alfred Adler Institute offers programs leading to the award of (1) a Master of Arts Degree in Counseling Psychology, (2) a Certificate in Psychotherapy and (3) a Certificate in Counseling Psychology.

1. MASTER OF ARTS PROGRAM IN COUNSELING PSYCHOLOGY

Purpose: The Program prepares counseling personnel for service in public and private agencies for welfare, family counseling, mental health, probation and correctional institutions, youth centers and youth organizations, as well as for business and industry. The entire program is clinically oriented and provides the techniques and theory for the professional counselor in a variety of settings.

The award of the degree by the Institute is not to be interpreted as certification or registration by the state for the practice of psychology. It is, rather, a statement by the Institute that the graduate has successfully completed the program requirements and has demonstrated competency for the practice of counseling.

Eligibility: An appropriate baccalaureate degree with a minimum of 18 credit hours of undergraduate or graduate work in counseling and/or psychology including courses in personality theory, developmental psychology, abnormal psychology, and psychological tests and measurements. Some deficiencies may be made up concurrently with the Master's Program. The course in abnormal psychology must be completed prior to registration in Course 301. Preference for admission will be given to those who have working experience in the mental health field, and have completed all requirements for eligibility.

Length: The program is offered on a part-time basis on weekday evenings and week ends and over a period of several consecutive days during the Summer. By taking an average of two courses per quarter, a student may complete the entire program, including practicum, in approximately three and one-half years.

Requirements

COURSES

- 101-102 AN INTRODUCTION TO INDIVIDUAL PSYCHOLOGY I & II (A 2-Quarter Sequence. This is not an introduction to psychology, but an introductory course to the fundamentals of Adlerian Psychology.)
- 301-302 PSYCHODYNAMICS OF PSYCHOPATHOLOGY I & II (A 2-Quarter Sequence)
- 311-312 CLINICAL ASSESSMENT I & II (A 2-Quarter Sequence)
- 313 INTERVIEWING TECHNIQUES
- 315 LIFE STYLE DIAGNOSIS
- 321-322 THEORY AND PRACTICE OF PSYCHOTHERAPY AND COUNSELING I & II (A 2-Quarter Sequence)
 - 331 THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY AND COUNSELING I
 - 336 GROUP THERAPY: AN EXPERIENTIAL COURSE
- 471-472 CONTINUING CASE SEMINAR
- 499 INDEPENDENT STUDY
- 501 PROFESSIONAL PROBLEMS

Two of these five:

- 332 THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY AND COUNSELING II
- 341 FAMILY COUNSELING I (or 342)
- 343 SCHOOL COUNSELING
- 344 MARRIAGE COUNSELING
- 347 THE USE OF ART IN COUNSELING

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- Denotes core courses. Students may apply for candidacy subsequent to the completion of these. If candidacy is approved, student may begin practicum.

FIELD EXPERIENCES

Through the Family Learning Service and/or the Family Education Association, students must be observers of public family counseling at least four times. Subsequent to, or concurrent with the observer experience, students are required to lead, co-lead, or participate in a Parent Discussion Group or Parent Study Group for a total of approximately ten sessions. This may be done through Institute-sponsored groups or Family Education Association groups, or a group which a student establishes.

PRACTICUM

When a student becomes a candidate, clients will be assigned to him or her through the Rudolf Dreikurs Psychological Services Center, a division of the Institute. These clients will be seen under supervision, i.e., through individual conferences and multiple interviews with the supervisor. Upon attainment of candidacy, students receive a copy of the **Rudolf Dreikurs Psychological Services Center Manual**, outlining practicum policies and procedures. The minimum practicum requirements are:

1. The candidate will complete at least 50 hours of counseling in the RDPSC, with a minimum of five clients. The candidate will receive at least 12 hours of supervision, meeting with a supervisor at least once with each client. The candidate must use at

least two different supervisors as consultants. The Dean of Students may require a candidate to do additional counseling in the Center when additional practicum experience is indicated.

2. 30 hours of Small Group Supervision (Courses 502, 503, 504)
3. Candidates who co-counsel (actively and under approved supervision) through the Family Learning Service and/or the Family Education Association may, thereby, fulfill up to a total of 20 hours of the requirements noted in (1) and (2) above. Candidates who fulfill any part of their requirements through co-counseling must have successfully completed a course in Family Counseling.

THERAPEUTIC EXPERIENCE

Prior to the completion of the program, each student is required to have (a) an individual and (b) a group therapeutic experience. Students are encouraged to have these experiences early in their programs. In this way, students have the opportunity to gain a better understanding of themselves and their relationships with others, to experience the role of the client, to work with a skilled clinician in a therapeutic setting, and to become better known to the faculty.

- a. The selection of a therapist is made from a list approved by the Institute. Determination of the length and cost of the therapy will be made privately by the therapist in consultation with the student. Upon completion of the experience, the student will submit to the Dean of Students a statement by the therapist indicating the fulfillment of this requirement.
- b. During several quarters of the year, Course 336, Group Therapy: An Experiential Course, is offered. Each student is required to enroll for at least one quarter of this course. Waivers of this course may be granted by the Dean of Students to students who have completed or intend to complete comparable group experiences.

PAPER

Each student (prior to or during candidacy) will submit a paper on some aspect of Individual Psychology. The subject, form and length will be determined in consultation with a faculty member, in accordance with the criteria established by the Institute. In general, the paper should follow the form noted in the **American Psychological Association Publications Manual**, and should be of a quality that might merit publication in a scholarly journal. Course 499 is designed to accompany the preparation of the paper.

FINAL ORAL EXAMINATION

Two faculty members will be appointed to conduct a final oral examination of the candidate prior to graduation. Material for the one hour examination is chosen by the examiners from a list of questions available to the student prior to the examination.

Note: The following program requirements may be completed prior to candidacy. Only the core courses must be completed prior to candidacy.

- Field Experiences
- Therapeutic Experiences
- Paper

2. CERTIFICATE PROGRAM IN PSYCHOTHERAPY

Purpose: The Program is designed to provide the practitioner in the mental health field with a thorough and intensive training in the principles and techniques of Adlerian Psychology in the practice of psychotherapy. Certification by the Institute is not to be interpreted as certification or registration by the State for the practice of psychotherapy. It is, rather, a statement by the Institute that the graduate has successfully completed the program requirements and has demonstrated competency for the practice of psychotherapy.

Eligibility: An appropriate master's or doctoral degree. This is generally considered to be a graduate degree in psychology or social work or medicine. Those who are enrolled in an appropriate doctoral program may be able to enroll in the Psychotherapy Program concurrently with their other studies.

Note: A waiver of eligibility requirements and/or course prerequisites may be permitted in individual cases because of experience, previous studies, degree and/or profession.

Length: The program is offered on a part-time basis on weekday evenings and week ends and over a period of several consecutive days during the Summer. By taking an average of two courses per quarter, a student may complete the entire program, including practicum, in approximately three and one-half years.

Requirements

COURSES

- 101-102 AN INTRODUCTION TO INDIVIDUAL PSYCHOLOGY I & II (A 2-Quarter Sequence. This is not an introduction to psychology, but an introductory course to the fundamentals of Adlerian Psychology.)
- 301-302 PSYCHODYNAMICS OF PSYCHOPATHOLOGY I & II (A 2-Quarter Sequence)
- 303 PSYCHODYNAMICS OF PSYCHOPATHOLOGY III
- 311-312 CLINICAL ASSESSMENT I & II (A 2-Quarter Sequence)
- 313 INTERVIEWING TECHNIQUES
- 315 LIFE STYLE DIAGNOSIS
- 321-322 THEORY AND PRACTICE OF PSYCHOTHERAPY AND COUNSELING I & II (A 2-Quarter Sequence)
- 331-332 THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY AND COUNSELING I & II (A 2-Quarter Sequence)
- 336 GROUP THERAPY: AN EXPERIENTIAL COURSE
- 471-472 CONTINUING CASE SEMINAR
- 499 INDEPENDENT STUDY
- 501 PROFESSIONAL PROBLEMS

• Denotes core courses. Students may apply for candidacy subsequent to the completion of these. If candidacy is approved, student may begin practicum.

FIELD EXPERIENCES

Through the Family Learning Service and/or the Family Education Association, students must be observers of public family counseling at least four times. Subsequent to, or concurrent with the observer experience, students are required to lead, co-lead, or participate in a Parent Discussion Group or Parent Study Group for a total of approximately ten sessions. This may be done through Institute-sponsored groups or Family Education Association groups, or a group which a student establishes.

PRACTICUM

When a student becomes a candidate, clients will be assigned to him or her through the Rudolf Dreikurs Psychological Services Center, a division of the Institute. These clients will be seen under supervision, i.e., through individual conferences and multiple interviews with the supervisor. Upon attainment of candidacy, students receive a copy of the **Rudolf Dreikurs Psychological Services Center Manual**, outlining practicum policies and procedures. The minimum practicum requirements are:

1. A minimum of four cases, each of which is seen by the candidate approximately 30 times. At least five times during these 30 sessions with each client, the candidate and supervisor meet with the client. Four different supervisors must be used as consultants, one for each case. The Dean of Students may require a candidate to work with more than four cases when the need for additional practicum experience is indicated.
2. 30 hours of Small Group Supervision (Courses 502, 503, 504)
3. Candidates who co-counsel (actively and under approved supervision) through the Family Learning Service and/or the Family Education Association may, thereby, fulfill up to ten hours of the required 30 hours of Small Group Supervision.

THERAPEUTIC EXPERIENCE

Prior to the completion of the program, each student is required to have (a) an individual and (b) a group therapeutic experience. Students are encouraged to have these experiences early in their programs. In this way, students have the opportunity to gain a better understanding of themselves and their relationships with others, to experience the role of the client, to work with a skilled clinician in a therapeutic setting, and to become better known to the faculty.

- a. The selection of a therapist is made from a list approved by the Institute. Determination of the length and cost of the therapy will be made privately by the therapist in consultation with the student. Upon completion of the experience, the student will submit to the Dean of Students a statement by the therapist indicating the fulfillment of this requirement.
- b. During several quarters of the year, Course 336, Group Therapy: An Experiential Course, is offered. Each student is required to enroll for at least one quarter of this course. Waivers of this course may be granted by the Dean of Students to students who have completed or intend to complete comparable group experiences.

PAPER

Each student (prior to or during candidacy) will submit a paper on some aspect of Individual Psychology. The subject, form and length will be determined in consultation with a faculty member, in accordance with the criteria established by the Institute. In general, the paper should follow the form noted in the **American Psychological Association Publications Manual**, and should be of a quality that might merit publication in a scholarly journal. Course 499 is designed to accompany the preparation of the paper.

FINAL ORAL EXAMINATION

Two faculty members will be appointed to conduct a final oral examination of the candidate prior to graduation. Material for the one hour examination is chosen by the examiners from a list of questions available to the student prior to the examination.

Note: The following program requirements may be completed prior to candidacy. Only the core courses must be completed prior to candidacy.

Field Experiences
Therapeutic Experiences
Paper

3. CERTIFICATE PROGRAM IN COUNSELING PSYCHOLOGY

Eligibility, criteria, purpose, length and requirements for this program are the same as those for the degree program in Counseling Psychology. The Certificate Program in Counseling Psychology may be preferred by those who already hold a Master's or doctoral degree in counseling or psychology.

SPECIALIZED COURSES, WORKSHOPS AND DEMONSTRATIONS

FAMILY LEARNING SERVICE

This Service provides professionals and laymen with training in the principles and techniques of Adlerian Psychology relating to cooperative family living. While this serves the community, it gives students of the Institute an intensive training in family education and family counseling.

The Service offers regularly scheduled public family counseling demonstrations in which students have the opportunity to co-counsel with a faculty member of the Institute, to serve as Operations Chairperson, Recorder, Playroom Worker, and Intake Interviewer. Students are also trained to co-lead Parent Study Groups and Parent Discussion Groups.

In addition, the Institute offers two courses in Family Counseling providing students with the opportunity not only to witness and discuss family counseling done by the instructor (Course 341), but to counsel under supervision (Course 342).

CHILD DEVELOPMENT COURSES

To provide for the training needs of child care and day care workers, family counselors, teachers, teacher aides, group leaders,

parents, etc., the Institute offers a variety of courses in child development.

Course	104	PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF THE CHILD
	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	BEHAVIOR PROBLEMS OF CHILDREN
	163	RETARDED AND AUTISTIC CHILDREN

From time to time, the following seminars are presented:

166	THE BROKEN HOME
167	THE GHETTO FAMILY
168	TOPICS IN ADOLESCENCE
169	SEX AND THE CHILD

COURSES FOR EDUCATORS

Many of the courses listed in this Catalogue under the various 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 - teachers, counselors, administrators. These courses have been specifically approved by the Chicago Board of Education for credit for Lane Change III:

331-332	THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY AND COUNSELING I & II
343	SCHOOL COUNSELING
351	BEHAVIOR PROBLEMS IN THE CLASSROOM
352	READING INSTRUCTION AND DIAGNOSIS IN THE PRIMARY AND ELEMENTARY GRADES
353	CONSULTATION

ELECTIVE COURSES

In addition to the courses noted in the preceding sections, students may choose to take one or more electives:

103	PSYCHOLOGY OF EVERYDAY LIFE
204	DESCRIPTIVE PSYCHOPATHOLOGY
211	PSYCHOLOGICAL TESTS AND MEASUREMENTS
314	INTERVIEWING TECHNIQUES II
316	DREAMS
335	PSYCHODRAMA
337	FAMILY THERAPY
338	PSYCHOTHERAPY WITH THE PSYCHOTIC AND NEUROTIC CHILD
339	PSYCHOTHERAPY WITH THE ADOLESCENT

HUMAN DYNAMICS CONSULTANTS

The Institute 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. A wide range of specialists serves on our staff, including psychiatrists, psychologists, educators and counselors - each with a rich background of contributions to his profession as well as extensive experience in human dynamics.

Programs designed specifically for your needs can be offered in any location in the U.S., Canada or elsewhere. The program may involve one or more consultants for periods of a day or more, week ends or weekdays, in accordance with your needs.

For more information, please contact Human Dynamics Consultants, Alfred Adler Institute.

*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 in reference to the Family Constellation.

It also considers the interrelationships 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, interpersonal relationships, sex, dealing with oneself and exploring the meaning of existence.

103 PSYCHOLOGY OF EVERDAY 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 PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF THE CHILD

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

*When courses are established in a Two-Quarter sequence, the second course may not be taken until the first is successfully completed.

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 BEHAVIOR PROBLEMS OF CHILDREN

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.

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

204 DESCRIPTIVE PSYCHOPATHOLOGY

This course is designed for students who need more familiarity with the signs or symptoms of the various psychopathological 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 PSYCHOLOGICAL TESTS AND MEASUREMENTS

Construction and standardization of tests. Evaluation of problems of reliability and validity. Survey of psychometric methods, including statistical techniques and designs, vocational and interest inventories, aptitude, reading, achievement, personality, and group intelligence tests. (Prerequisite: One course at the Institute)

301-302 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. (Prerequisites: 101-102, 311-312, and 204 or an equivalent course in abnormal psychology)

303 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 view point is phenomenological and teleological. (Prerequisites: 101-102, 301-302)

311-312 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: 101-102)

313-314 INTERVIEWING TECHNIQUES I & II

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. (Prerequisites: 101-102, 311-312 or concurrent with 312.) 314 will provide students with an opportunity to further develop their interviewing expertise.

315 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. (Prerequisites: 101-102, 311-312)

316 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: 101-102, 301-302, 311-312)

321-322 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 the 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. (Prerequisites: 101-102, 301-302, 311-312, 313 or concurrently, 314.)

331-332 THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY AND COUNSELING I & II (A 2-Quarter Sequence)

Various theories of group therapy and counseling are presented and compared to Individual Psychology. A brief survey of historical development and group process is presented, but the main focus is on the importance of group action techniques. Principles of action techniques are discussed and demonstrated using the class itself as a group. The development of competency in group methods is enhanced through didactic presentations, demonstrations by the leader, participation in an ongoing group, and opportunity to lead a group under supervision. (Prerequisites: 101-102, 301-302, 311-312, 313 or concurrently, 314.)

335 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.

336 GROUP THERAPY: AN EXPERIENTIAL COURSE

Participants will be organized in a group directed toward the actual experience of rapport, mutual understanding, interpretation of life style dynamics and reorientation of exaggerated or otherwise mistaken convictions. (Prerequisite: Course 101 and one other Institute course.)

337 FAMILY THERAPY

How to assess family dynamics; how to interview; how to use psychotherapeutic procedures in a family setting. The focus will be on severely disturbed family settings in which at least one member is psychologically incapacitated, in which interrelationships are destructive and family members are at high risk for emotional disturbances.

338 PSYCHOTHERAPY WITH THE PSYCHOTIC AND NEUROTIC CHILD

An integration of Dreikursian child guidance techniques with traditionally developmentally-oriented child therapy.

339 PSYCHOTHERAPY WITH THE ADOLESCENT

Offers a thorough understanding of the world of the adolescent from a cultural and developmental point of view. Attention will be focused on these aspects in the therapeutic process.

341-342 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.

343 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: 351 or a similar course)

344-345 MARRIAGE COUNSELING I & II (A 2-Quarter Sequence)

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. (In 344, the counseling is done by the instructor. In 345, it is done by a student under the supervision of the instructor.)

347 THE USE OF ART IN COUNSELING

This course is designed especially for counselors, occupational and art therapists, and teachers to provide some experiences in the uses of art which are applicable in therapy and counseling. It includes an introduction to group approaches through art therapy and demonstration through participation in the process.

351 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 nonspecific methods of encouragement, establishment of a good personal relationship with children, and the use of group dynamics.

352 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 instruction from a psychological point of view.

353 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.

471-472 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 practicum and seminar. Prerequisite: Candidacy Status)

499 INDEPENDENT STUDY

A course of individually directed study which ordinarily culminates in the required paper. Individual guidance by a faculty member is provided three times during the quarter.

501 PROFESSIONAL PROBLEMS

This course is designed to familiarize the student with major legal, ethical, and professional issues in the delivery of mental health care. Topics such as inter-disciplinary roles and functions, privacy, confidentiality, credentialing, commitment, office practice, training and education, insurance and social policy will be presented. (Prerequisites: 2 quarters of study)

502-503-504 SMALL GROUP SUPERVISION—A PRACTICUM

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

505 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)

NOTE: The following seminars in the 400 series will be offered at the request of 10 or more students.

401 SEMINAR IN PERSONALITY THEORY

411 SEMINAR IN DIAGNOSIS

421 SEMINAR IN INDIVIDUAL PSYCHOTHERAPY AND COUNSELING

431 SEMINAR IN GROUP DYNAMICS AND GROUP PSYCHOTHERAPY

441 SEMINAR IN COUNSELING

451 SEMINAR IN EDUCATION

461 SEMINAR IN CHILD DEVELOPMENT