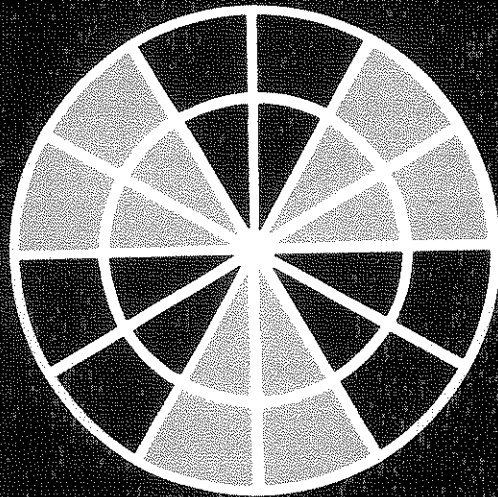


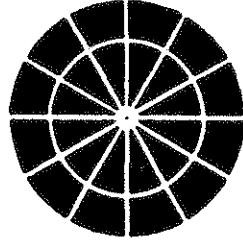
**ALFRED ADLER INSTITUTE
OF CHICAGO**



CATALOGUE 1981-83

ALFRED ADLER INSTITUTE OF CHICAGO

FOUNDER
Rudolf Dreikurs, M.D.



CATALOGUE

1981 - 1983

159 North Dearborn Street
Chicago, Illinois 60601
(312) 346-3458

PLEASE NOTE:
It is the personal responsibility of each student to acquire an active knowledge of all policies and procedures set forth in this Catalogue. Students are also responsible to note official announcements posted on the Student Bulletin Board in the Frances Mosak Goodman Student Lounge.

TABLE OF CONTENTS

INTRODUCTORY INFORMATION

Statement of Purpose	5
General Information	5
Accreditation and Approval	5
Non-Discriminatory Policy	6
Of Special Interest	6

ACADEMIC INFORMATION

Admissions	7
Application Procedure for Program Admission	7
Course Registration	7
Admission to Candidacy	8
The School Year	8
Credit	8
Transfer Credit	9
Transcripts	9
Program Length	9
Class Attendance	9
Examinations	10
Grades	10
Student Conduct	10
Criteria and Evaluation of Students	11
Language Proficiency	11
Program Modifications	11
Faculty Approval	11
Tuition and Fees	11
Refund Policy	12
Financial Aid	12

STUDENT SERVICES

Student Association	12
Placement Services	14
Alumni Association	14

THE INSTITUTE PROGRAMS

Master of Arts Program in Counseling Psychology	14
Certificate Program in Psychotherapy	17
Certificate Program in Counseling Psychology	20

SPECIALIZED COURSES, WORKSHOPS AND DEMONSTRATIONS

Family Learning Service	20
Child Development Courses	21
Courses for Educators	21
Elective Courses	21
Human Dynamics Consultants	22

COURSE DESCRIPTIONS

FACULTY	27
---------	----

INDEX

INDEX	29
-------	----

BOARD OF DIRECTORS

Harold H. Mosak, Ph.D. Chairman
 Bernard H. Shulman, M.D. Vice-Chairman
 Robert L. Powers, M.A. Secretary
 Bernice Grunwald, M.Ed. Treasurer
 Sadie G. Dreikurs, LL.D. (Hon.)

Michael D. Maremont
 Eleanor Redwin
 Bina Rosenberg, M.D.
 David Stotter
 Erwin Weiner

ADMINISTRATION

Eugene J. McClory, M.A. President
 Seymour Schneider, Ed.D. Dean of Faculty
 Howard Pollack, M.S.W. Dean of Students
 Evelyn Wachman Registrar
 Miriam Tabachnik, M.A. in L.S. Librarian
 Judith Weigel Assistant to the President
 Academic Advisor
 Susan Vonder Heide Director of Placement
 Rex M. Corfman Development Consultant

RUDOLF DREIKURS PSYCHOLOGICAL SERVICES CENTER

Seymour Schneider, Ed.D. Director
 Dorothy Peven, M.S.W. Intake Social Worker
 Howard Pollack, M.S.W. Intake Social Worker
 Harry Elam, M.D. Medical Consultant
 Supervisors:
 Robert T. Cross, Ph.D. Sherwood Perman, M.A.
 Ronald Forgas, Ph.D. Dorothy Peven, M.S.W.
 Dewey Gilbert, M.D. Howard Pollack, M.S.W.
 Bernice Grunwald, M.Ed. Robert L. Powers, M.A.
 Michael F. Hartings, Ph.D. Bina Rosenberg, M.D.
 Howard J. Klapman, M.D. Seymour Schneider, Ed.D.
 Leo Lobl, M.S.W. Bernard H. Shulman, M.D.
 Harold H. Mosak, Ph.D. Adaline Starr, B.F.A.
 Gerald Mozdierz, Ph.D.

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 practice 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. Planning for a doctoral program is in progress.

The Rudolf Dreikurs Psychological Services Center, a division of the Institute, offers individual, couple, marriage, family, and group counseling and psychotherapy for adults and children to clients in the Chicago metropolitan area who cannot afford a private practitioner.

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 videotapes, and publishes a quarterly **Newsletter**.

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 and Psychotherapy.

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.

ACCREDITATION AND APPROVAL

The Institute has been fully accredited by:

- The North Central Association of Colleges and Schools
(Commission on Institutions of Higher Education)
- The Illinois State Medical Society for Continuing Medical Education, Category I, for physicians
- The Illinois Psychological Association for Continuing Education, Category A, for psychologists

—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 Institute's Rudolf Dreikurs Psychological Services Center is registered with the Illinois Department of Registration and Education.

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, sex, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school administered programs.

Qualified persons are not subject to discrimination on the basis of handicap.

OF SPECIAL INTEREST

Persons considering Institute training are asked to note some points of special interest:

1. Students are provided not only with a firm academic base but also with an intensive and extensive training under supervision to enable them to put into practice the theory and techniques they have learned.
2. The courses are conducted by experienced clinicians and are of high quality. The supervision of the practicum is in the hands of accomplished professionals who provide a frequency and intensity of consultation which is equal to that in the very best training programs in graduate departments of traditional universities." "Report of a Visit to the Alfred Adler Institute of Chicago" by the Evaluation Team of the North Central Association, May 1976, p. 3.
3. The faculty members are respected mental health practitioners. Students come to the Institute to learn from those who are working daily as clinicians. A significant number of the students themselves are practicing clinicians: psychologists, psychiatric social workers, counselors.
4. The programs are conducted on a part-time basis, i.e., late afternoons and evenings, weekends, and some full days during the summer, to provide advanced training for the practicing professional and working lay-person.
5. The quality of training has occasioned the Institute's enrollment to increase 450% since 1972. In attendance are students who have completed graduate and undergraduate programs at a wide variety of

universities in this area as well as many of the universities throughout the U.S., Canada, and abroad.

5. As this Catalogue goes to press, the Institute is planning a doctoral program which will build upon its current programs.

ACADEMIC INFORMATION

ADMISSIONS

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

Students possessing the necessary qualifications may enter one of the programs or take one or more courses (as determined by the Institute) without entering a program.

NOTE: Students who do not live in the Chicago area and who do not find it possible to spend an extended amount of time at the Chicago Institute may be able to combine local Adlerian training with a limited amount of training in Chicago. Contact the Institute for a copy of "Policies and Procedures for Out-of-Town Students".

APPLICATION PROCEDURE FOR PROGRAM ADMISSION

1. A student who wishes to enter a program should complete an admission application and submit it with an autobiographical sketch and application fee to the Admissions Officer, Alfred Adler Institute.
2. Applicants for admission should arrange for the registrars of all colleges and universities attended to send official copies of transcripts directly to the Institute. Admissions decisions cannot be made until these are received. The admission decision is communicated to the applicant 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 official copies of transcripts directly to the Institute. For courses in the 100 series, a copy of a high school diploma or equivalent will suffice.
4. Only courses completed during the two years preceding an admission application will be applicable to a student's program.

COURSE REGISTRATION

1. Registration for all courses may be made by mail using the registration form in the quarterly Newsletter. Students who wish to be admitted to a program should follow the "Application Procedure for Program Admission" in addition to submitting the course registration form. All students must have official transcripts sent to the Institute prior to the first class.

One Institute credit is usually considered as the equivalent of 1/2 semester hours.

TRANSFER CREDIT

Students who have received previous training which is applicable and appropriate to their program may request review and evaluation from the Dean of Students. If granted, credit will apply toward a degree or certificate.

TRANSCRIPTS

1. Transcripts are issued only at the written request of the student.
2. Transcripts are sent directly by the Institute to the school of employer indicated on the student's request. If a student wishes to deliver a transcript personally, it will be given to the student in a sealed envelope and recorded as issued to the student.
3. If a student wishes a personal copy of the transcript, it will be recorded as unofficial and issued to the student.
4. The fee for a transcript is \$2.00.
5. A transcript will be issued only when no balance of payment is due to the Institute.
6. Transcripts are always issued in their entirety.
7. In matters of transcripts and other student records, the Institute adheres to the Family Rights and Privacy Act of 1974 as amended (The Buckley Amendment).

PROGRAM LENGTH

The program is offered on a part-time basis on weekday evenings and weekends 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. (See "Admission", p. 7)

Program requirements must be completed within seven years of the time that the first course in the program was taken. Only appropriate courses taken less than two years prior to program admission are applicable to a program.

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 or her 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 or her to continue in the course(s), the student may be notified of this fact on a termination notice. While attendance at every class is strongly encouraged, to receive credit for a course the student is required to attend more than fifty percent of scheduled class time, e.g., six sessions of an eleven week course. Individual instructors may require a greater percentage of attendance; in this case, instructors must announce their requirement at the beginning of the course.

2. Students are requested to register by mail at least two weeks prior to the beginning of each quarter. Full tuition payment must accompany the registration form. A late registration fee of \$5.00 is charged for later registrations, if any course openings remain. The application fee must accompany the course registration of new students. (See "Tuition and Fees")

3. A list of textbooks and suggested readings is mailed to the student prior to the first class for most courses. 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 to one of the certificate programs. It signifies that a student appears to meet the criteria for program eligibility. This decision is made by the Admissions Committee.

The core courses must be satisfactorily completed prior to application for **admission to candidacy**. The specific courses are so designated in the course listing under each program. In addition, the student must appear, in the judgment of the faculty, to have the potential to develop those skills and competencies which are required for effective counseling or psychotherapy. (See "Grades" and "Additional Criteria and Evaluation")

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. An applicant approved by the faculty is eligible to begin the practicum. (See Course 506)

THE SCHOOL YEAR

The school year is divided into three quarters of eleven weeks each and intensive, short-term summer courses. The Fall Quarter begins the first week of October, the Winter Quarter begins the first week of January, the Spring Quarter begins the last week of March.

Legal holidays occurring during the three quarters and observed by the Institute are Thanksgiving, New Year's Day, and Memorial Day.

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 consecutive days.

CREDIT

Most courses are scheduled for two hours and are taught one evening a week for eleven weeks. Alternative scheduling will include approximately the same amount of class time. One credit is offered by the Institute for each course successfully completed, unless otherwise noted.

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 audiotape and/or videotape. Please consult the Academic Advisor. (Also, see "Admissions - NOTE")

EXAMINATIONS

The instructor of the course determines whether an examination will be conducted in class or be distributed for completion at home.

Take-home examinations must be submitted within two weeks of their distribution; they may be submitted beyond this date with permission of the instructor, but in no case beyond the end of the following quarter. During this quarter, an I (Incomplete) is recorded on the transcript. If the examination has not been submitted by the end of the following quarter, an R is recorded on the transcript.

The late examination fee is to be submitted with the examination and the statement signed by the instructor granting approval for the examination to be submitted beyond the two-week deadline.

Auditing students do not take examinations.

GRADES

The grading system is as follows:

- A — Excellent
- B — Satisfactory
- C — Passing
- F — Fail
- P — Pass (on a pass-fail basis)
- I — Incomplete. Indicates that the examination and/or other assignments required for the course have not yet been satisfactorily completed. A grade will be entered when the requirements have been met. If the requirements have not been completed by the end of the following quarter, an R will be entered.
- R — Registered (in those cases in which no grade is given or a student audits the course)

Each student will receive a grade report after the quarter has ended. Students who receive more than two grades of C or lower may not continue with their programs or, for students at large, may not register for further courses. If there are mitigating circumstances, the Dean of Students may permit the student to continue. If a student is not permitted to continue, the student may reapply when the Dean of Students is convinced that he or she is prepared to do so.

A student must have a B average to be proposed for candidacy and graduation.

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 are expected to adhere to the code of ethics of their professions in every respect. They are encouraged to enroll in Course 501, 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. Students who do so jeopardize the opportunity to continue their studies at the Institute. (See "Purpose" under program descriptions.)

4. Appeals regarding #1 and #2 above may be made to the Problem-Solving Committee which includes representatives of the faculty, administration, and student body.

CRITERIA AND EVALUATION OF STUDENTS

As a training institution in psychotherapy and counseling, the Institute has serious responsibilities to the public and the community it serves, as well as to its students. Therefore, it is not sufficient that the required grade average be maintained; it is **imperative** that students manifest those qualities necessary to work effectively as counselors or therapists.

At the end of each quarter a list of all students enrolled during that quarter is sent to members of the faculty with the invitation to 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.

LANGUAGE PROFICIENCY

The student shall be required to be fluent in writing and speaking the English language. Those who are found to be deficient in this regard will be asked to take appropriate remedial measures.

PROGRAM MODIFICATIONS

From time to time it becomes necessary for the Institute to change certain requirements for programs, prerequisites, scheduling of courses, etc. While these changes may be applicable to those who have been admitted to programs, the Institute will, whenever possible, limit their application to students not yet admitted to programs.

FACULTY APPROVAL

The requirements for Institute programs are contained in this Catalogue. In addition to the fulfillment of these requirements, final faculty approval is necessary for the granting of the degree or certificate.

TUITION AND FEES

Tuition and fees listed are those in effect at the time of publication of the

Refunds must be claimed within six months from the date of the first class.

FINANCIAL AID

1. Among the scholarships for tuition available each quarter 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 the 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 five percent of the student enrollment during the previous quarter. Scholarships for the summer courses shall not exceed five percent of the course enrollment of the previous summer.
- b. Scholarship applicants must be admitted to a program and have completed at least one quarter of study at AAI within the previous academic year.
- 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 336, 499, 502-506.

2. Qualified veterans are eligible for reimbursement from the Veterans Administration. Please contact the Veterans Administration for details.

3. Qualified students may be eligible for federal financial aid through the Guaranteed Student Loan Program. Details are available at the Registrar's office.

NOTE: Through the munificence of the Co-Executors of the Estate of Seymour E. Clonick, an Institute endowment fund was initiated in 1980, The Seymour E. Clonick Memorial Endowment.

STUDENT SERVICES

STUDENT ASSOCIATION

The purposes of the Alfred Adler Institute Student Association (AAISA) are to represent the common interests 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 as well as all candidates of a degree or certificate program are members of AAISA.

Catalogue. They are subject to change without notice. (Changes are noted in the quarterly **Newsletter**.)

Tuition per course (including auditors)	\$230
Application Fee (non-refundable)	40
Library Fee (paid each quarter)	1
Student Association (paid each quarter)	3
Deferred Payment Fee (per quarter)	1
Payment Delinquency Fee (per quarter)	2
Fee for each transcript of credit	5
Late Registration Fee (per registration)	15
Late Submission of Examination Fee	30
Graduation Fee	30

The Institute expects all tuition and fees to be paid at the time of registration. For those students 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. A course registrant not accepted by the Institute will receive a refund of all tuition and fees paid for that course.
2. Notice of non-acceptance by the Institute or course cancellation by the student shall be in writing. If notice of cancellation is given by the student 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 written notice of cancellation is given by the student 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 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:

	Credit given on fees for course(s) dropped
*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

The effective date of withdrawal is the date the student notifies the Registrar in writing of his/her decision to withdraw from the course(s).

*For those courses not taught on an eleven week quarter system, the Registrar will determine a parallel proportion.

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.

PLACEMENT SERVICES

Placement services are available through the Institute for graduates and current students. These include consultation with the placement officer and assistance with the positions available/wanted files.

ALUMNI ASSOCIATION

Graduates and all those who were trained at the Institute are invited to membership in the Alfred Adler Institute Alumni Association. Details are available at the Institute from the Alumni Association representative.

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.*

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 fulfilled 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.

Requirements

COURSES

- * 101-102 AN INTRODUCTION TO INDIVIDUAL PSYCHOLOGY I and II (A 2-quarter sequence) This is an introduction course to the fundamentals of Adlerian Psychology, not an introduction to psychology.
 - * 301-302 PSYCHODYNAMICS OF PSYCHOPATHOLOGY I and II (A 2-quarter sequence)
 - * 311-312 CLINICAL ASSESSMENT I and II (A 2-quarter sequence)
 - * 313 INTERVIEWING TECHNIQUES
 - * 315 LIFE STYLE DIAGNOSIS
 - * 321-322 COMPARATIVE THEORIES OF PSYCHOTHERAPY AND COUNSELING I and II (A 2-quarter sequence)
 - 331 THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY AND COUNSELING I
 - 336 GROUP THERAPY: AN EXPERIENTIAL COURSE
 - * 341 FAMILY COUNSELING
 - 471-472 CONTINUING CASE SEMINAR
 - 499 INDEPENDENT STUDY
 - * 501 PROFESSIONAL PROBLEMS
 - 502-504 SMALL GROUP SUPERVISION
 - 506 PRACTICUM
- Elective: one of these five
- 332 THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY AND COUNSELING II
 - 343 MAINTAINING SANITY IN THE CLASSROOM
 - 344 MARRIAGE COUNSELING I
 - 347 THE USE OF ART IN COUNSELING
 - 442 SEMINAR IN FAMILY COUNSELING

*Denotes core courses. Students may apply for candidacy subsequent to the completion of these courses. If candidacy is approved, the student may enroll in Course 506, Practicum.

PRACTICUM

When a student is admitted to candidacy, upon registration in Course 506, Practicum, the student will be assigned clients through the Rudolf

* As this Catalogue goes to press, the Institute is developing plans for the establishment of a doctoral program. When further information becomes available, it will be included as a supplement to this Catalogue.

Dreikurs Psychological Services Center, a division of the Institute. These clients will be seen under supervision, through individual conferences and multiple interviews with the supervisor. Upon attainment of candidacy and registration in Course 506, the student will receive a copy of the **Rudolf Dreikurs Psychological Services Center Policies and Procedures Manual**. The minimum practicum requirements are as follows:

1. The completion of at least fifty hours of counseling in the Rudolf Dreikurs Psychological Services Center with a minimum of five clients. The candidate will receive at least twelve hours of supervision, meeting with a supervisor at least once with each client. The candidate will be assigned at least two different supervisors as consultants. The Dean of Students and the Director of the Rudolf Dreikurs Psychological Services Center may require a candidate to do additional counseling in the Center when the need for additional experience is indicated.
2. Thirty hours of Small Group Supervision (Courses 502, 503, 504).
3. Candidates who co-counsel (actively and under approved supervision) through the Institute's Family Learning Service and/or a comparable sponsor may, thereby, fulfill up to a total of twenty 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.

FIELD EXPERIENCES

Students must be observers of public family counseling at least four times through the Institute's Family Learning Service and/or a comparable sponsor. Students are also required to participate in, co-lead, or lead a parent discussion group or parent study group for a total of approximately ten sessions. This must be done through an Institute-approved group. Approval must be applied for and received in writing before the group begins. When the requirement has been completed, the student forwards a letter to the Dean of Students stating how the requirement has been fulfilled.

THERAPEUTIC EXPERIENCES

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.

Purposes

1. To give the student the firsthand experience of being a client in a therapeutic situation, thereby experiencing the nature of therapy.
2. To provide the student with the opportunity to identify, explore and modify any self-defeating attitudes or behaviors and/or provide the student with a personal growth experience.
3. To give the therapist and student the opportunity to evaluate whether the student's attitudes/behavior/perceptions might interfere with his or her ability to function as a counselor.
4. To view the process of therapy.

Procedures

1. The selection of a therapist is made by the student 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 a statement by the therapist to the Dean of Students indicating the fulfillment of this requirement.
2. 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 comparable group experiences. If students are planning to choose a comparable group experience, the Dean of Students should be consulted.

INDEPENDENT STUDY

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. Through registration in Course 499, a faculty advisor for the paper is provided. "C. 499, Independent Study PAPER GUIDELINES" is available from the Institute upon request.

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 and made known to the student at the time of the exam.

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
Independent Study (Paper)

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. A certificate from the Institute is not to be interpreted as certification or registration by the State of Illinois 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, 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.

Requirements

COURSES

* 101-102	AN INTRODUCTION TO INDIVIDUAL PSYCHOLOGY I and II (A 2-quarter sequence) This is an introduction course to the fundamentals of Adlerian Psychology, not an introduction to psychology.
* 301-302	PSYCHODYNAMICS OF PSYCHOPATHOLOGY I and II (A 2-quarter sequence)
303	PSYCHODYNAMICS OF PSYCHOPATHOLOGY III
* 311-312	CLINICAL ASSESSMENT I and II (A 2-quarter sequence)
* 313	INTERVIEWING TECHNIQUES
* 315	LIFE STYLE DIAGNOSIS
* 321-322	COMPARATIVE THEORIES OF PSYCHOTHERAPY AND COUNSELING I and II (A 2-quarter sequence)
331-332	THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY AND COUNSELING I and II
336	GROUP THERAPY: AN EXPERIENTIAL COURSE
* 341	FAMILY COUNSELING
471-472	CONTINUING CASE SEMINAR
499	INDEPENDENT STUDY
* 501	PROFESSIONAL PROBLEMS
502-504	SMALL GROUP SUPERVISION
506	PRACTICUM

*Denotes core courses. Students may apply for candidacy subsequent to the completion of these courses. If candidacy is approved, the student may enroll in Course 506, Practicum.

PRACTICUM

When a student is admitted to candidacy, upon registration in Course 506, Practicum, the student will be assigned clients through the Rudolf Dreikurs Psychological Services Center, a division of the Institute. These clients will be seen under supervision, through individual conferences and multiple interviews with the supervisor. Upon attainment of candidacy and registration in Course 506, the student will receive a copy of the **Rudolf Dreikurs Psychological Services Center Policies and Procedures Manual**. The minimum practicum requirements are as follows:

1. A minimum of four cases, each of which is seen by the candidate approximately thirty times. The candidate will receive at least five

hours of supervision with each client. Four different supervisors must be used as consultants, one for each case. The Dean of Students and the Director of the Rudolf Dreikurs Psychological Services Center may require a candidate to do additional psychotherapy in the Center when the need for additional experience is indicated.

2. Thirty hours of Small Group Supervision (Courses 502, 503, 504).
3. Candidates who co-counsel (actively and under approved supervision) through the Institute's Family Learning Service and/or a comparable sponsor may, thereby, fulfill up to ten hours of the required thirty hours of Small Group Supervision.

FIELD EXPERIENCES

Students must be observers of public family counseling at least four times through the Institute's Family Learning Service and/or a comparable sponsor. Students are also required to participate in, co-lead, or lead a parent discussion group or parent study group for a total of approximately ten sessions. This must be done through an Institute-approved group. Approval must be applied for and received in writing before the group begins. When the requirement has been completed, the student forwards a letter to the Dean of Students stating how the requirement has been fulfilled.

THERAPEUTIC EXPERIENCES

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.

Purposes

1. To give the student the firsthand experience of being a client in a therapeutic situation, thereby experiencing the nature of therapy.
2. To provide the student with the opportunity to identify, explore and modify any self-defeating attitudes or behaviors and/or provide the student with a personal growth experience.
3. To give the therapist and student the opportunity to evaluate whether the student's attitudes/behavior/perceptions might interfere with his or her ability to function as a counselor.
4. To view the process of therapy.

Procedures

1. The selection of a therapist is made by the student 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 a statement by the therapist to the Dean of Students indicating the fulfillment of this requirement.
2. 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

comparable group experiences. If students are planning to choose a comparable group experience, the Dean of Students should be consulted.

INDEPENDENT STUDY

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. Through registration in Course 499, a faculty advisor for the paper is provided. "C. 499, Independent Study PAPER GUIDELINES" is available from the Institute upon request.

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 and made known to the student at the time of the exam.

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
Independent Study (Paper)

CERTIFICATE PROGRAM IN COUNSELING PSYCHOLOGY

Criteria, purpose, eligibility, 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 already holding 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 serving the community, it also gives students of the Institute an intensive training in family education and family counseling. The Service offers regularly scheduled public family counseling demonstrations. At times students may have the opportunity to co-counsel with a faculty member of the Institute, 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 performed by the instructor (Course 341) but also to counsel under supervision (Course 442).

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 occasional courses in child development.

Courses

- 104 PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF THE CHILD
- 107 FAMILY DYNAMICS
- 131-132 GROUP LEADERSHIP TRAINING I and II (Parents' Groups and Children's Groups)
- 141-142 CHILD COUNSELING I and II (Theory and Practice)
- 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.

Courses

- 331-332 THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY AND COUNSELING I and II
- 343 MAINTAINING SANITY IN THE CLASSROOM
- 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.

Elective Courses

- 103 PSYCHOLOGY OF EVERYDAY LIFE
- 105 DESCRIPTIVE PSYCHOPATHOLOGY (Abnormal Psychology)
- 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
- 345 MARRIAGE COUNSELING II
- 400 Series - ADVANCED SEMINARS as listed under "Course Descriptions"

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 serve on our staff, including psychiatrists, psychologists, educators, and counselors, having a rich background of contributions to their professions 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, weekends or weekdays, in accordance with your needs.

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

COURSE DESCRIPTIONS

NOTE: When courses are established in a two-quarter sequence, the second course may not be taken until the first is successfully completed.

101-102 An Introduction to Individual Psychology I and II. (A two-quarter sequence) The presentation of the theoretical principles of Individual Psychology as a basis for understanding the learning and perceptual influences upon the development of personality and the creation of an individual's life style in reference to the family constellation. Includes hereditary, environmental, physical, social, and cultural aspects. Explores purposiveness of behavior, the totality of the person (holism), creativity, and self-determination. Considers interrelationships between the individual and society in general, the logic of social living, the principle of equality, and the basic requirements for cooperation as they apply to the solution of the life tasks: vocation, inter-personal relationships, love/sex, dealing with oneself, and exploring the meaning of existence.

103 Psychology of Everyday Life. Focus on birth, vocational choice, marital conflict and amity, humor, developmental crises (e.g., puberty, menopause), death, as well as topics raised by students.

104 Physical, Social, and Emotional Development of the Child. Examines the developing child as a striving organism in a social field and explores age-related behaviors, the role of the parents, physical issues, the role of emotions, and the tasks of developmental stages.

105 Descriptive Psychology. (Abnormal Psychology) Covers the onset and typical progression of the neuroses, psychoses, personality disorders, and the structural and chemical derangements of the mental processes. Required for all students prior to taking C. 301, unless previously completed elsewhere.

107 Family Dynamics. Focuses on the understanding of family dynamics. Includes discussion of the family system, as well as opportunities to interview and counsel families.

131-132 Group Leadership Training I and II. (A two-quarter sequence) Analysis of the dynamics of groups. Students learn how to lead a parent's group in discussions about themselves and their children and a children's group in discussions of how to deal with their concerns in a useful and problem-solving manner.

161 Behavior Problems of Children. Describes various forms of children's norm-violating behavior, methods of understanding the individual child, establishing rapport with the child, and principles of encouragement.

163 Retarded and Autistic Children. 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.

211 Psychological Tests and Measurements. Covers construction and standardization of tests, evaluation of problems of reliability and validity, surveys psychometric methods, including statistical techniques and designs, and examines vocational and interest inventories, aptitude, reading, achievement, personality, and group intelligence tests.

301-302 Psychodynamics of Psychopathology I and II. (A two-quarter sequence) Prerequisites: 101-102, 105 or an equivalent course in abnormal psychology. The significance of the crisis situation, the creation, maintenance and purpose of symptoms, and the dynamics of the neuroses, psychoses, personality and psychosomatic disorders are developed.

303 Psychodynamics of Psychopathology III. Prerequisites: 101-102, 301-302. Defines schizophrenia, manic-depressive psychoses, and the paranoid states, and describes the symptomatic differences between organic and functional psychoses. The viewpoint is phenomenological and teleological.

311-312 Clinical Assessment I and II. (A two-quarter sequence) Prerequisites: 101-102. Discusses the process of assessment and how assessment decisions are made based on understanding of the underlying principles of the individual's movement in life. Examines how to

observe, psychological testing, life style assessment, dreams, and writing of psychological reports.

313-314 Interviewing Techniques I and II. Prerequisites: 101-102. Compares the uses of the interview for diagnostic and therapeutic purposes and analyzes interviewing techniques. Typescripts and tape recordings may be used for illustration. 314 provides students with an opportunity to further develop their interviewing expertise.

315 Life Style Diagnosis. Prerequisites: 101-102, 311-312. Focuses on early recollections and the family constellation. Students learn the meaning and significance of and how to solicit and interpret early recollections, 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 other family members vis-a-vis the individual's subjective view of himself and the world.

316 Dreams. Prerequisites: 101-102, 311-312. Dream interpretation is viewed in the light of Adlerian Psychology. Focus is on understanding the function of the dream for the individual.

321-322 Comparative Theories of Psychotherapy and Counseling I and II. (A two-quarter sequence) Prerequisites: 101-102, 301-302. Investigates the general process of psychotherapy and counseling and explores 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. Examines the major aspects of the therapeutic situation: rapport, analysis, interpretation, resistance, the development of insight, and termination. While the central focus is Adlerian, other approaches to psychotherapy and counseling are examined.

331-332 Theory and Practice of Group Psychotherapy and Counseling I and II. Prerequisites: 101-102, 301-302. Describes various theories of group therapy and counseling in comparison with Individual Psychology. Principles of action techniques are discussed and demonstrated, using the class itself as a group. Development of competency in group methods is enhanced through didactic presentations, demonstrations by the leader, participation in an on-going group, and opportunity to lead a group under supervision.

335 Psychodrama. Provides training in the action therapies of psychodrama and sociometrics through experience in opening, developing and closing psychodrama sessions. Explains and uses a variety of techniques: the double, the mirror, roleplaying, soliloquy, role reversal. Designed for students interested in self-improvement as well as for students who wish to use psychodrama as a therapy technique.

336 Group Therapy: An Experiential Course. Prerequisites: 101 and one other Institute course. As members of a group, participants experience group dynamics, rapport, mutual understanding, interpretation of life style dynamics, and reorientation of exaggerated or otherwise mistaken convictions.

337 Family Therapy. Assessment of family dynamics, how to interview and how to use psychotherapeutic procedures in a family setting. Focuses on severely disturbed family settings in which at least one member is psychologically incapacitated, interrelationships are destructive, and family members incur a high risk of emotional disturbance.

338 Psychotherapy with the Psychotic and Neurotic Child. Integrate Dreikursian child guidance techniques with traditional developmentally-oriented child therapy.

339 Psychotherapy with the Adolescent. Offers an understanding of the world of the adolescent from a cultural and developmental point of view and focuses attention on these aspects in the therapeutic process.

341 Family Counseling. Lecture-demonstration course examining corrective measures for the improvement of disturbed parent-child relationships. Discusses issues of responsibility, academic and social inadequacies, rivalry and friction between children, and various forms of norm-violating behavior.

343 Maintaining Sanity in the Classroom: A Course for Classroom Teachers. Prerequisite: 337 or a similar course. Lecture-demonstration course focusing on the application of Adlerian principles to dealing with corrective measures for the improvement of disturbed relationships among children, parents, and teachers. Students will be encouraged to bring in individual children, groups of children, or the parents of children having problems in school for counseling demonstrations and for class discussion. School counselors will have the opportunity to counsel teachers under supervision of the instructor.

344-345 Marriage Counseling I and II. (A two-quarter sequence) Application of counseling techniques to the understanding and solution of premarital and marital problems demonstrated via case method in lecture. In 345, counseling is done by students under the instructor supervision.

347 The Use of Art in Counseling. Provides experiences in the uses of art which are applicable to therapy and counseling. Includes an introduction to group approaches through art therapy and demonstration through participation in the process. Designed especially for counselors, occupational and art therapists, and teachers.

351 Behavior Problems in the Classroom. Examines specific methods for understanding and correcting the individual child as well as nonspecific methods of encouragement, establishment of good personal relationships with children, and the use of group dynamic. Discusses the child's reluctance to assume responsibilities, academic and social inadequacies, defiance of order, and other forms of norm violating behavior. Designed to assist teachers, principals, and school counselors in understanding the child's deficiencies and faulty motivations.

352 Reading Instruction and Diagnosis in the Primary and Elementary Grades. Discusses developmental, corrective, and remedial procedure in diagnosis and instruction from an Adlerian point of view.

353 Consultation. Provides an application of Adlerian theory to cor

sultation with teachers and parents, individually and in groups. Emphasis is also placed on consulting with administrators and developing a hierarchy for consulting with the broader system.

442 Seminar in Family Counseling. Prerequisite: 341. Provides opportunity for students to counsel families under the instructor's supervision. Enrollment is limited to 10 students.

471-472 Continuing Case Seminar. Prerequisite: Candidate Status. Provides the opportunity to observe a therapist/instructor engage in counseling or psychotherapy with a client beginning with the initial interview. At the conclusion of each therapy session, students discuss the session with the therapist. This course is both practicum and seminar.

499 Independent Study. Individually-directed study which ordinarily culminates in the required publishable paper. Includes three individual guidance sessions with a faculty member.

501 Professional Problems. Prerequisites: 2 quarters of Institute study. Examines the major legal, ethical, and professional issues in the delivery of mental health care. Discusses inter-disciplinary roles and functions, privacy, confidentiality, credentialing, commitment, office practice, training and education, insurance, and social policy.

502-503-504 Small Group Supervision. Prerequisite: Candidate Status. A practicum providing for the sharing of students' cases through class discussion and analysis. Students who enroll are expected to be actively counseling clients and prepared to make a formal presentation on at least two different cases. Enrollment is limited.

505 Practicum in Group Psychotherapy. Prerequisite: Candidate Status. Offers candidates the opportunity to develop skills in a group under the supervision of a skilled group therapist.

506 Practicum. Prerequisite: Candidate Status. Offers credit for the required practicum for one year.

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 (Cohby Allocation)

451 Seminar in Education

461 Seminar in Child Development

FACULTY

Robert T. Cross, Ph.D.
B.A., Lake Forest College
M.S., Florida State University
Ph.D., Florida Institute of Technology

Don Dinkmeyer, Ph.D.

B.S., University of Nebraska
M.A., Northwestern University
Ph.D., Michigan State University

Sadie G. Dreikurs

M.A., **honoris causa**, Alfred Adler Institute
LL.D., **honoris causa**, Bowie State College

Eva D. Ferguson, Ph.D.

B.A., University of Illinois
M.A., Melbourne University
Ph.D., Northwestern University

Ronald H. Forgas, Ph.D.

B.Sc., M.Sc., McGill University
Ph.D., Cornell University

Dewey Gilbert, M.D.

B.A., University of Illinois
M.D., University of Illinois College of Medicine

Leo Gold, Ph.D.

B.A., M.A., Ph.D., New York University

Bernice Grunwald, M.Ed.

B.Ed., Pestalozzi Froebel Teachers College
M.Ed., Roosevelt University

Michael F. Hartings, Ph.D.

A.B., Xavier University
M.S., Ph.D., Northwestern University

Howard J. Klapman, M.D.

A.B., University of Illinois
M.S., University of Michigan
M.D., University of Illinois College of Medicine

Otto Kroh, Ph.D.

B.A., M.S., Ph.D., Illinois Institute of Technology

Leo Lobl, M.S.S.W.

B.A., Queen's College
M.S.S.W., University of Pittsburgh

Cameron W. Meredith, Ph.D.

A.B., A.M., Ph.D., University of Michigan

Harold H. Mosak, Ph.D.

A.B., Ph.D., University of Chicago

Gerald J. Mazdzierz, Ph.D.

B.S., Ph.D., Loyola University

INDEX

<p>Sherwood Perman, M.A. B.A., Roosevelt University M.A., Governors State University</p> <p>Dorothy Peven, M.S.W.</p> <p>B.A., Roosevelt University M.S.W., Jane Addams School of Social Work, University of Illinois</p> <p>Howard S. Pollack, M.S.W.</p> <p>B.A., University of Illinois M.S.W., Jane Addams School of Social Work, University of Illinois</p> <p>Robert L. Powers, M.A.</p> <p>B.A., Capitol University M.Div., Yale University M.A., University of Chicago</p> <p>Eleanor Redwin Graduate, Municipal School of Social Work (Vienna)</p> <p>Bina Rosenberg, M.D. M.D., University of Berlin</p> <p>Seymour Schneider, Ed.D.</p> <p>B.Sc., McGill University M.A., University of Dayton Ed.D., West Virginia University</p> <p>Bernard H. Shulman, M.D. A.B., Johns Hopkins University M.D., Chicago Medical School</p> <p>Manford A. Sonstegard, Ph.D. B.E., St. Cloud State College M.A., University of Minnesota Ph.D., Northwestern University</p> <p>Adaline Starr B.F.A., Woodrow School of Speech</p> <p>Don Verger, Ed.D. B.S., University of Illinois M.Ed., Ed.D., University of Oregon</p> <p>Francis X. Walton, Ph.D. B.S.S., John Carroll University M.Ed., College of William and Mary Ph.D., University of South Carolina</p>	<p>Accreditation and Approval 5</p> <p>Admission to Candidacy 8</p> <p>Admissions 7</p> <p>Alumni Association 14</p> <p>Application Procedure for Program Admission 7</p> <p>Certificate Program in Counseling Psychology 20</p> <p>Certificate Program in Psychotherapy 17</p> <p>Class Attendance 9</p> <p>Course Descriptions 22</p> <p>Course Registration 7</p> <p>Credit 8</p> <p>Criteria and Evaluation of Students 11</p> <p>Examinations 10</p> <p>Faculty 27</p> <p>Faculty Approval 11</p> <p>Financial Aid 13</p> <p>General Information 5</p> <p>Grades 10</p> <p>Human Dynamics Consultants 22</p> <p>Language Proficiency 11</p> <p>Master of Arts Program in Counseling Psychology 14</p> <p>Non-discriminatory Policy 6</p> <p>Of Special Interest 6</p> <p>Placement Services 14</p> <p>Program Length 9</p> <p>Program Modifications 11</p> <p>Programs 14</p> <p>Refund Policy 12</p> <p>School Year 8</p> <p>Specialized Courses, Workshops and Demonstrations 20</p> <p>Statement of Purpose 5</p> <p>Student Association 13</p> <p>Student Conduct 10</p> <p>Student Responsibility Inside Front Cover</p> <p>Transcripts 9</p> <p>Transfer Credit 9</p> <p>Tuition and Fees 11</p>
---	---