

M.A. IN COUNSELING PSYCHOLOGY

The Master of Arts in Counseling Psychology is a highly flexible degree program that allows the student to tailor a graduate program to his or her interests. In addition to the required courses, the student may select electives from any of the graduate courses offered in the Department of Psychology. The M.A. in Counseling Psychology is designed to provide a combination of theoretical knowledge, skill training, and supervised clinical experience. This broad-based program prepares students for entry-level professional work in a variety of human service settings and organizations in the public or private sector. The general psychology program provides a foundation for continued education for the doctorate degree.

Course Requirements

- 101 An Introduction to Adlerian Psychology I
 - 102 An Introduction to Adlerian Psychology II
 - 105 Advanced Abnormal Psychology
 - 111 Psychometric Methods
 - 115 Theories of Personality
 - 301 Psychodynamics of Psychopathology I
 - 302 Psychodynamics of Psychopathology II
 - 311 Clinical Assessment
 - 313 Interviewing Techniques
 - 315 Introduction to Life Style Diagnosis
 - 321 Comparative Theories of Psychotherapy
 - 322 Psychotherapy I: Adlerian Approaches to Intervention
 - 336 Professional Development: An Experiential Course
 - 471 Continuing Case Seminar I
 - 472 Continuing Case Seminar II
 - 498 Research Seminar (2) & Elective (2)
- or
- 500 M.A. Graduate Paper
 - 501 Introduction to Professional Issues
 - 502 Small Group Supervision I
 - 503 Small Group Supervision II
 - 504 Small Group Supervision III
 - 506 Practicum
 - 507 Family Education Experience /Public Family Counseling
 - 508 Family Education Experience/Parent Education Class

Electives

Course Sequence

FIRST YEAR

101 An Introduction to Adlerian Psychology I	2 cr
102 An Introduction to Adlerian Psychology II	2 cr
105 Advanced Abnormal Psychology	2 cr
111 Psychometric Methods	2 cr
115 Theories of Personality	2 cr
301 Professional Development: An Experiential Course	0 cr
302 Family Education Experience/Public Family Counseling	0 cr
303 Parent Education Experience/Parent Education Class	2 cr
Total	14 cr

301 Psychodynamics of Psychopathology I	2 cr
302 Psychodynamics of Psychopathology II	2 cr
311 Clinical Assessment	2 cr
313 Interviewing Techniques	2 cr
315 Introduction to Life Style Diagnosis	2 cr
321 Comparative Theories of Psychotherapy	0 cr
322 Psychotherapy I: Adlerian Approaches to Intervention	2 cr
336 Professional Development: An Experiential Course	2 cr
471 Continuing Case Seminar I	0 cr
472 Continuing Case Seminar II	2 cr
498 Research Seminar (2) & Elective (2)	4 cr
Total	14 cr

500 M.A. Graduate Paper	0 cr
501 Introduction to Professional Issues	4 cr
502 Small Group Supervision I	2 cr
503 Small Group Supervision II	2 cr
504 Small Group Supervision III	2 cr
506 Practicum	2 cr
507 Family Education Experience /Public Family Counseling	2 cr
508 Family Education Experience/Parent Education Class	2 cr
Total	14 cr

SECOND YEAR

501 Introduction to Professional Issues	1 cr
502 Small Group Supervision I	1 cr
503 Small Group Supervision II	1 cr
504 Small Group Supervision III	2 cr
506 Practicum	0 cr
507 Family Education Experience /Public Family Counseling	0 cr
508 Family Education Experience/Parent Education Class	0 cr
Total	5 cr

M.A. IN FAMILY & MARITAL COUNSELING

Students who select this degree program focus their course work and practicum experiences on the understanding and integration of individual life style dynamics within marital and family systems. Upon completion of the program, students will receive knowledge and skills in such areas as couple relationships, structure of marriage, dynamics of marital failure, diagnosis of marital dysfunctioning, and appropriate interventions. The program emphasizes an understanding of how to conduct family counseling, understanding the goals of children's misbehavior, encouragement of children, and resolution of conflict between family members. Theories and techniques of Adlerian psychology are emphasized.

Course Requirements

101 An Introduction to Adlerian Psychology I	2 cr
102 An Introduction to Adlerian Psychology II	2 cr
105 Advanced Abnormal Psychology	2 cr
111 Psychometric Methods	2 cr
115 Theories of Personality	2 cr
301 Psychodynamics of Psychopathology I	2 cr
302 Psychodynamics of Psychopathology II	2 cr
311 Clinical Assessment	2 cr
313 Interviewing Techniques	2 cr
315 Introduction to Life Style Diagnosis	2 cr
321 Comparative Theories of Psychotherapy	2 cr
322 Psychotherapy I: Adlerian Approaches to Intervention	2 cr
331 Group Psychotherapy and Counseling	2 cr
336 Professional Development: An Experiential Course	2 cr
341 Family Counseling	2 cr
343 Counseling Children and Adolescents	2 cr
344 Marriage Counseling	2 cr
471 Continuing Case Seminar I	2 cr
472 Continuing Case Seminar II	2 cr
498 Research Seminar (2) and Elective (2)	2 cr

500 M.A. Graduate Paper	4 cr
501 Introduction to Professional Issues	2 cr
502 Small Group Supervision I	1 cr
503 Small Group Supervision II	1 cr
504 Small Group Supervision III	1 cr
506 Practicum	2 cr
507 Family Education Experience/Public Family Counseling	0 cr
508 Family Education Experience/Parent Education Class	0 cr
647 Advanced Marital and Family Counseling	3 cr
Total	52 cr

Suggested Course Sequence

FIRST YEAR

Fall Term		
101 Introduction to Adlerian Psychology I	2 cr	
102 Introduction to Adlerian Psychology II	2 cr	
105 Advanced Abnormal Psychology	2 cr	
115 Theories of Personality	2 cr	
336 Professional Development: An Experiential Course	2 cr	
341 Family Counseling	2 cr	
501 Introduction to Professional Issues	2 cr	
507 Family Education Experience/Public Family Counseling	0 cr	
508 Family Education Experience/Parent Education Class	0 cr	
Total	14 cr	

Winter Term

301 Psychodynamics of Psychopathology I	2 cr
302 Psychodynamics of Psychopathology II	2 cr
311 Clinical Assessment	2 cr
313 Interviewing Techniques	2 cr
321 Comparative Theories of Psychotherapy	2 cr
344 Marital Counseling	2 cr
471 Continuing Case Seminar I	2 cr
507 Family Education Experience/Public Family Counseling	0 cr
Total	14 cr

Spring Term

315 Introduction to Life Style Diagnosis	2 cr
322 Psychotherapy I: Adlerian Approaches to Intervention	2 cr
343 Counseling Children and Adolescents	2 cr
498 Research Seminar (2) & Elective (2) or	4 cr
500 M.A. Graduate Paper	0 cr
507 Family Education Experience/Public Family Counseling	3 cr
647 Advanced Family & Marital Counseling	3 cr
Total	13 cr

Summer Term

111 Psychometric Methods	2 cr
331 Group Psychotherapy & Counseling	2 cr
Total	4 cr

SECOND YEAR

Fall Term

472 Continuing Case Seminar II	2 cr
502 Small Group Supervision I	1 cr
503 Small Group Supervision II	1 cr
504 Small Group Supervision III	1 cr
506 Practicum	2 cr
507 Family Education Experience/Public Family Counseling	0 cr
Total	7 cr

M.A. IN SUBSTANCE ABUSE COUNSELING

The Master of Arts in Substance Abuse Counseling is designed to provide specialized training to enter this developing professional career field. Students in this program not only receive specialized training in substance abuse but also extensive knowledge and skill development in counseling. The 52 credit hour program includes a broad foundation in psychological theory, skill training, and supervised clinical experience with a major concentration in substance abuse counseling.

The Institute is dedicated to providing a quality program for preparing graduates to effectively deal with substance abuse problems of individuals, their families, and their communities. Most states recognize course work and practicum experience provided by the Institute in partial fulfillment for certification. Because requirements vary from state to state, students are encouraged to obtain appropriate information prior to entry into the program.

Course Requirements

101 An Introduction to Adlerian Psychology I	2 cr
102 An Introduction to Adlerian Psychology II	2 cr
105 Advanced Abnormal Psychology	2 cr
111 Psychometric Methods	2 cr
115 Theories of Personality	4 cr
201 Introduction to Substance Abuse	4 cr
202 Social & Clinical Aspects of Substance Abuse	4 cr
203 Theories & Techniques of Substance Abuse I	4 cr
204 Theories & Techniques of Substance Abuse II	4 cr
205 Practicum: Substance Abuse Counseling	1 cr
206 Practicum: Substance Abuse Counseling	1 cr
301 Psychodynamics of Psychopathology I	2 cr
302 Psychodynamics of Psychopathology II	2 cr
311 Clinical Assessment	2 cr
313 Interviewing Techniques	2 cr
315 Introduction to Life Style Diagnosis	2 cr
321 Comparative Theories of Psychotherapy	2 cr
322 Psychotherapy I: Adlerian Approaches to Intervention	2 cr
336 Professional Development: An Experiential Course	2 cr
471 Continuing Case Seminar I	2 cr
498 Research Seminar (2) & Elective (2)	2 cr
500 M.A. Graduate Paper	4 cr
501 Introduction to Professional Issues	2 cr
507 Family Education Experience/Public Family Counseling	0 cr
508 Family Education Experience/Parent Education Class	0 cr
Total 52 cr	

Suggested Course Sequence

FIRST YEAR

Fall Term		
101 Introduction to Adlerian Psychology I	2 cr	
102 Introduction to Adlerian Psychology II	2 cr	
105 Advanced Abnormal Psychology	2 cr	
115 Theories of Personality	2 cr	
201 Introduction to Substance Abuse	4 cr	
501 Introduction to Professional Issues	2 cr	
507 Family Education Experience/Public Family Counseling	0 cr	
508 Family Education Experience/Parent Education Class	0 cr	
Total 14 cr		

Winter Term

301 Psychodynamics of Psychopathology I	2 cr
302 Psychodynamics of Psychopathology II	2 cr
311 Clinical Assessment	2 cr
313 Interviewing Techniques	2 cr
321 Comparative Theories of Psychotherapy	2 cr
202 Social & Clinical Aspects of Substance Abuse	4 cr
507 Family Education Experience/Public Family Counseling	0 cr
Total 14 cr	

Spring Term

315 Introduction to Life Style Diagnosis	2 cr
322 Psychotherapy I: Adlerian Approaches to Intervention	2 cr
336 Professional Development: An Experiential Course	2 cr
203 Theories & Techniques of Substance Abuse I	4 cr
205 Practicum: Substance Abuse Counseling	1 cr
471 Continuing Case Seminar I	2 cr
507 Family Education Experience/Public Family Counseling	0 cr
Total 13 cr	

Summer Term

111 Psychometric Methods	2 cr
204 Theories & Techniques of Substance Abuse II	4 cr
206 Practicum: Substance Abuse Counseling	1 cr
Total 7 cr	

SECOND YEAR

Fall Term

498 Research Seminar (2) & Elective (2)	
or	
500 M.A. Graduate Paper	4 cr
507 Family Education Experience/Public Family Counseling	0 cr
Total 4 cr	

M.A. IN CLASSROOM PSYCHOLOGY

The Master of Arts in Classroom Psychology is designed to extend the practical psychology skills of classroom teachers, school counselors, and school administrators who already possess educational certification. The focus of the curriculum is on pragmatic applications of Adlerian psychology to school settings. Skills in group leadership, cooperative learning, how to promote positive classroom atmosphere, self-esteem, and enhanced learning environments are goals of the program. Participants will train in understanding student behavior/misbehavior and the psychological insight appropriate to enhance desirable outcomes in education. The M.A. degree also provides a foundation for students who may later decide to pursue a doctoral degree.

Course Requirements

101 An Introduction to Adlerian Psychology I	2 cr
102 An Introduction to Adlerian Psychology II	2 cr
105 Advanced Abnormal Psychology	2 cr
111 Psychometric Methods	2 cr
131 Group Leadership Training	2 cr
341 Family Counseling	2 cr
343 Counseling Children and Adolescents	2 cr
351 Approaches to Classroom Management	4 cr
352 Systematic Training for Effective Teaching/STET	4 cr
353 Personal Leadership Styles & Classroom Effectiveness/ STET II	3 cr
357 Successful Action Strategies/SAS	3 cr
451 Seminar in Education: Case Presentation	4 cr
498 Research Seminar (2) & Elective (2) or	2 cr
500 M.A. Graduate Paper	4 cr
507 Family Education Experience/Public Family Counseling	0 cr
508 Family Education Experience/Parent Education Class	0 cr
Electives	7 cr
Total	45 cr

Suggested Course Sequence

FIRST YEAR

Summer Term	
351 Approaches to Classroom Management	4 cr
352 Systematic Training for Effective Teaching/STET	4 cr
Total	8 cr
Fall Term	
101 Introduction to Adlerian Psychology I	2 cr
102 Introduction to Adlerian Psychology II	2 cr
507 Family Education Experience/Public Family Counseling	0 cr
Total	4 cr

FIRST YEAR (Cont)

Winter Term		
105 Advanced Abnormal Psychology	2 cr	
or		
341 Family Counseling	2 cr	
Elective	0 cr	
507 Family Education Experience/Public Family Counseling	0 cr	
Total	4 cr	
Spring Term		
343 Counseling Children and Adolescents	2 cr	
Elective	2 cr	
507 Family Education Experience/Public Family Counseling	0 cr	
Total	4 cr	
Summer Term		
353 Personal Leadership Styles & Classroom Effectiveness/STET II	3 cr	
357 Successful Action Strategies/SAS	3 cr	
359 Building Self-Esteem: A Blueprint for Teachers	4 cr	
Total	10 cr	
SECOND YEAR		
Fall Term		
105 Advanced Abnormal Psychology	2 cr	
or		
341 Family Counseling	2 cr	
131 Group Leadership Training	0 cr	
507 Family Education Experience/Public Family Counseling	0 cr	
508 Family Education Experience/Parent Education Class	0 cr	
Total	4 cr	
Winter Term		
111 Psychometric Methods	2 cr	
507 Family Education Experience/Public Family Counseling	0 cr	
Elective	2 cr	
Total	4 cr	
Spring Term		
451 Seminar in Education: Case Presentation	2 cr	
Elective	1 cr	
Total	3 cr	
Summer Term		
498 Research Seminar (2 cr) & Elective (2 cr)	4 cr	
or		
500 M.A. Paper	4 cr	
Total	4 cr	

DOCTOR OF PSYCHOLOGY (PSY. D.) PROGRAM

INTRODUCTION

During the 1970s psychology underwent significant changes in the training of clinical psychologists with the development of the professional school movement and the legitimacy of the Doctor of Psychology (Psy.D.) degree. The philosophy of the Institute's doctoral program has been guided by the recognized model of training professional psychologists as adopted by the Conference on Patterns and Levels of Training in Psychology of the American Psychological Association held in Vail, Colorado in 1973.

This model for training the professional psychologist has been implemented in a number of graduate institutions throughout the United States. Today there are more than 25 schools and programs of professional psychology accredited by APA. Psychologists are eligible for licensure or certification in all 50 states and other jurisdictions, such as the District of Columbia and Puerto Rico.

OVERVIEW

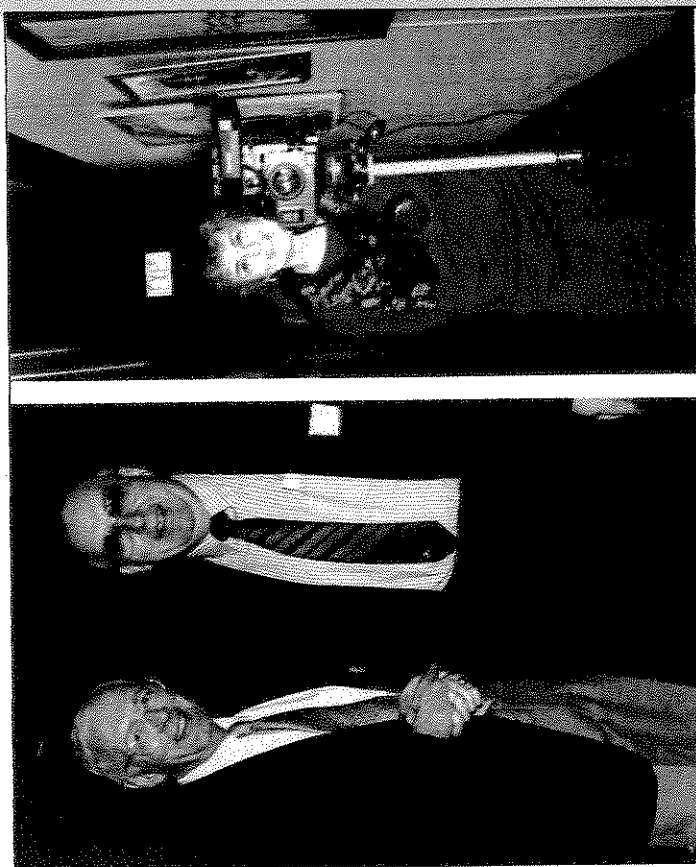
The Doctor of Psychology Degree (Psy.D.) program in clinical psychology provides a broad base of knowledge in the foundations of psychology, including theories, concepts, and techniques regarding human development, human behavior, and psychological disorders. The supervised skill development and clinical training enables graduates to utilize psychological theories and techniques with an emphasis on Adlerian psychology. The educational orientation of the doctoral program builds upon the principles and methods of Individual Psychology, a "comprehensive science of living" originated by Austrian psychiatrist, Alfred Adler (1870-1937).

The doctoral program is designed to prepare psychologists for professional practice in direct service areas of health and human development. Graduates are trained to provide direct, preventative assessment, and therapeutic intervention services to individuals whose growth, adjustment, or functioning is actually impaired or is demonstrably at high risk of impairment.

The 141 credit hour Psy.D. curriculum consists of 119 credit hours of required courses, 10 hours of electives, the doctoral dissertation, and a one-year internship. The curriculum integrates scientific, clinical, and theoretical aspects of professional psychology. Areas of instruction include psychological assessment, history and systems, cognitive-affective basis of behavior, intervention, psychopathology, supervision, research design and methodology, professional issues, statistics, biological and social determinants of behavior, and clinical training skill development.

M.A. DEGREE OPTION

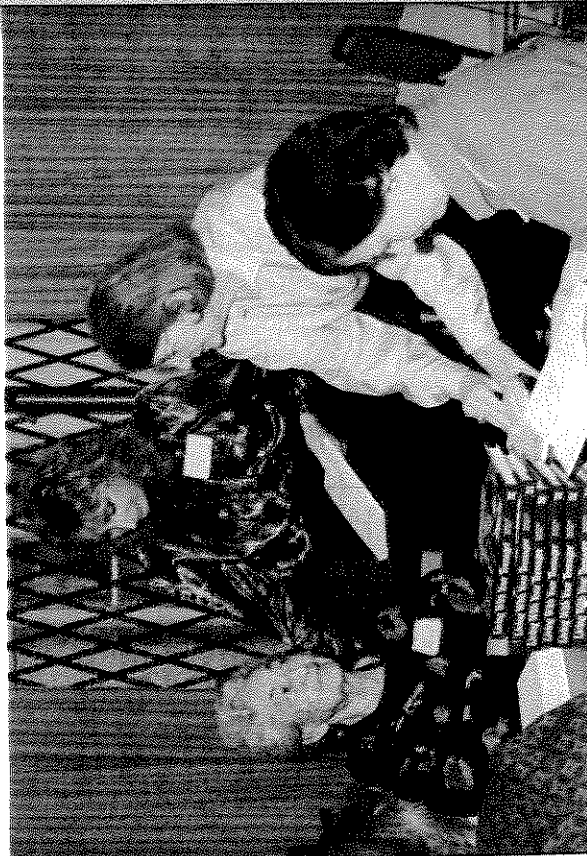
Students in the doctoral program may elect to earn a Master of Arts degree from the Institute while pursuing the Psy.D. degree. Admission and graduation requirements for a master's degree are specified in the previous section.



Founder's Day

Graduation

Autographing Reception



Institute Special Events

ADMISSION REQUIREMENTS

An applicant to the Psy.D. program must have an earned baccalaureate degree or the equivalent from an accredited institution. Applicants with a grade point average of less than 3.0 on a 4.0 scale during the last sixty hours of study will be considered on an individual basis. GRE and MAT scores are not required but may be helpful in obtaining admission and should be submitted with the application.

Applicants should have the equivalent of at least eighteen semester credit hours in psychology, or a related field, with a grade point average of "B" or better. Minimum required courses include general psychology, personality theory, abnormal psychology, and psychometrics or statistics. In some cases, it may be necessary for applicants to obtain additional psychology courses, without graduate credit, at the Institute or at another accredited institution before final acceptance into the doctoral program can be completed.

REVIEW OF APPLICATIONS

Applications are reviewed as they are submitted on a year-round basis. Notification of admission for each term is made following completion of the application process until all available spaces have been filled. Applications received after that date will be considered for entry to a subsequent term.

ADVANCED STANDING

A student applying for admission after attending the Institute or another accredited graduate-level institution may be admitted to the program with advanced standing. Students who can present acceptable proof that they have taken an equivalent course with a grade of "B" or better prior to admission may be granted credit toward fulfillment of the doctoral degree requirements.

WAIVER OR TRANSFER OF CREDIT

Thirty-six credit hours may be transferred from another accredited institution or earned by course waiver. Any course work taken more than five years prior to enrollment may not be recognized as transferable and will be evaluated on a course-by-course basis. Only in unusual situations, and with prior approval, will matriculated Institute students be permitted to take courses at other institutions and receive transfer credit.

Students who believe that they have a background of relevant course work, clinical experience, training or professional experience equivalent to that required in an Institute program may request a course waiver from that requirement and receive credit accordingly. No more than 12 credit hours will be recognized through the waiver procedure.

A maximum of six hours of transfer credit or credit by waiver may be applied to fulfill either elective or practicum requirements for a total of 12 credit hours. No more than 36 credit hours may be recognized through a combination of waiver and transfer of credit.

The official determination of acceptable transfer credit or credit by waiver will not be considered until an individual has been accepted and has enrolled in course work. Students may be required to pass an examination, audit a course, submit written documentation or fulfill other requirements to receive credit by transfer or waiver. Only in unusual circumstances may a student petition for recognition exceeding the 36 credit hour maximum.

STUDENT LOAD

Students may be admitted on either a full-time or part-time basis at the beginning of each term. Part-time students are required to carry a minimum of four credit hours each term excluding summer and successfully complete an average of 15 credit hours per year to maintain satisfactory progress toward fulfillment of the degree requirements. Students who are not making satisfactory progress toward completion of the program will be subject to dismissal from the Institute. The maximum time to complete all requirements is 10 years from the date of first registration following admission.

To be considered full-time, a student must carry a load of 10 or more credit hours each term, except summer. Students carrying 4-9 credit hours each term are considered part-time. Students who are carrying a full-time load while attending the Institute are encouraged to limit any employment to part-time in order to allow adequate time for classes, practicum, and study.

First priority for admission is given to those students who plan to take an academic load of 10 or more credit hours each regular term. A limited number of part-time students are admitted each year.

PRACTICUM

An integral part of the doctoral program is the acquisition of knowledge, skills, attitudes, and values gained through clinical practica under supervision. During the second and third years of the program, students spend approximately 8-12 hours per week in an approved practicum placement in addition to carrying a client load at the Institute's Rudolf and Sadie "Tea" Dreikurs Psychological Services Center.

Practicum placements are arranged by the student with assistance from the Institute. Practicum requirements may be satisfied through a combination of experiences afforded by the Rudolf and Sadie "Tea" Dreikurs Psychological Services Center, hospitals, community health centers, social service agencies, college counseling centers, and other such human service facilities. At least 100 hours of supervised clinical experience must be completed at the Institute's Psychological Services Center.

The Director of Clinical Training works in collaboration with students, faculty, and practicum/internship sites in locating, developing, maintaining, and evaluating clinical experiences which will be necessary in meeting the standards and requirements of the program. Although the student will be assisted in obtaining a quality field experience, the major responsibility will be assumed by the student.

At least 50 percent of the practica must be carried out under the primary supervision of a registered, doctoral-level psychologist. Other supervision may be provided by social workers, psychiatrists, psychiatric nurses, and other professionals in approved practicum settings.

In addition to the supervision provided by the practicum facility, students are also engaged in small group supervision courses conducted by Institute faculty. The integration of practicum training and concurrent individual and group supervision provides for skill development and an opportunity to examine ongoing issues of professional practice, standards, and issues.

INTERNSHIP

The fourth year of the program is devoted to a one year full-time 2000 hour internship at an Institute-approved site. Standards of the State of Illinois Department of Professional

Regulation, the American Psychological Association, and the Council for the National Register of Health Service Providers in Psychology are used in approving an internship site. In some cases a student may complete the internship on a two-year part-time basis.

Only students who have passed the written comprehensive examination and a clinical qualifying report and oral examination are eligible to begin an internship. The Institute maintains a file of approved internship sites and assists the student in making necessary applications. The pre-doctoral internship is an essential component of the Psy.D. program and can never be waived.

LICENSURE/REGISTRATION

The Institute has designed its program to comply with agencies and organizations such as the Illinois Department of Professional Regulation requirements, standards of the American Psychological Association, and criteria of the Council for the National Register of Health Service Providers in Psychology. The Institute cannot, however, assure that graduates will be able to meet the licensure/certification requirements from state to state. Students are expected to ascertain a particular state's requirements for licensing and registration as a psychologist prior to entering the Institute's Psy.D. program.

RESIDENCY REQUIREMENT

In order to receive the Psy.D. degree, a residency requirement must be satisfied by all students. Each student must at some time during the program carry a load of nine credit hours or more for three consecutive terms, which may include the summer term. The internship year experience cannot be counted towards fulfilling any portion of this residency requirement.

COMPETENCY REQUIREMENTS

In addition to satisfying course work, practica, and other program requirements, students must also complete Professional Competency requirements. After a student has completed the equivalency of the first year of graduate study, a written qualifying examination will be given. The examination will be an assessment of knowledge of the first-year courses and basic foundations of psychology.

At the end of the second year, a clinical qualifying report and oral examination on a case presentation are required to demonstrate the ability to become a competent clinical psychologist. Satisfactory completion of this competency evaluation will signify that the student is ready for an internship.

The third demonstration of professional competency is satisfied upon the completion of an approved written Doctoral Graduate Project Proposal. The proposal must be submitted in writing and presented orally to the student's Doctoral Committee.

The final demonstration of professional competency is the submission of the approved Doctoral Dissertation and completion of the final oral examination. The final oral will be focused on the Doctoral Dissertation but may include areas related to research theory and design, professional psychology, clinical knowledge, and professional skills.

The Professional Competency requirements are judged on a pass/fail basis. Students are given two opportunities to complete each requirement satisfactorily. Failure to meet a competency requirement on the second attempt will result in dismissal from the program.

DOCTORAL GRADUATE DISSERTATION

The Doctoral Dissertation is the capstone product of the student's academic experience and clinical training at the Institute. Completion of the Doctoral Dissertation contributes to the student's psychological knowledge, professional development, and research expertise.

Students may select a topic of historical, theoretical, clinical, social, or philosophical interest that will make a contribution to the field of Adlerian psychology and to the discipline of psychology in general. Completion of the Doctoral Dissertation will enable the student to demonstrate the ability to evaluate, synthesize, integrate, and apply relevant psychological research and practice into the culmination of a scholarly paper of publishable quality.

GRADUATION REQUIREMENTS

To be considered for review by the faculty and recommendation to the Board for the conferral of the Doctor of Psychology degree, a student must satisfactorily fulfill all of the following:

1. Complete 141 credit hours of requirements and electives
2. Maintain at least a 3.0 GPA
3. Complete all practica and field experiences
4. Complete all professional competency examinations
5. Complete the doctoral dissertation and final oral examination
6. Complete an approved internship
7. Fulfill the residency requirement

All requirements, including course work, internship, and doctoral dissertation, must be completed within ten years. Students who fail to meet this deadline and are not making reasonable progress toward completion of the program will be subject to dismissal from the Institute.

DOCTOR OF PSYCHOLOGY CURRICULUM

Course Requirements

101	An Introduction to Adlerian Psychology I	2 cr
102	An Introduction to Adlerian Psychology II	2 cr
301	Psychodynamics of Psychopathology I	2 cr
302	Psychodynamics of Psychopathology II	2 cr
303	Psychodynamics of Psychopathology III	2 cr
311	Clinical Assessment	2 cr
313	Interviewing Techniques	2 cr
315	Introduction to Life Style Diagnosis	2 cr
321	Comparative Theories of Psychotherapy	2 cr
322	Psychotherapy I: Adlerian Approaches to Intervention	2 cr
331	Group Psychotherapy and Counseling	2 cr
336	Professional Development: An Experiential Course	2 cr
341	Family Counseling	2 cr
344	Marriage Counseling	2 cr
471	Continuing Case Seminar I	2 cr
472	Continuing Case Seminar II	2 cr
498	Research Seminar or M.A. Thesis	0 cr
501	Introduction to Professional Issues	0 cr
507	Family Education Experience/Public Family Counseling	3 cr
508	Family Education Experience/Parent Education Class	3 cr
622	Advanced Life Style Diagnosis	3 cr
624	Advanced Psychopathology	3 cr
625	Life Span I	3 cr
626	Life Span II	3 cr
627	Psychological Assessment I	3 cr
628	Psychological Assessment II	3 cr
629	Psychological Assessment III	3 cr
630	Psychophysiology	3 cr
631	Psychopharmacology	3 cr
632	Cognitive-Affective Bases of Behavior	3 cr
634	History and Systems	3 cr
635	Health Psychology	3 cr
636	Socio-Cultural Psychology	3 cr
638	Research Methods I	3 cr
639	Research Methods II	3 cr
643	Psychotherapy II: Individual	2 cr
640	Advanced Psychometrics	3 cr
647	Advanced Marital and Family Counseling	3 cr
699	Doctoral Dissertation	12 cr
	Electives	10 cr
	Clinical Requirements	
	Small Group Supervision/Practicum Seminar I-VI	18 cr
	Practicum I-VI	12 cr
	Internship	0 cr
	Total	141 cr

Suggested Course Sequence

FIRST YEAR		
Fall Term		
101	Introduction to Adlerian Psychology I	2 cr
102	Introduction to Adlerian Psychology II	2 cr
336	Professional Development: An Experiential Course	2 cr
501	Introduction to Professional Issues	2 cr
627	Psychological Assessment I	3 cr
634	History & Systems	3 cr
507	Family Education Experience/Public Family Counseling	0 cr
508	Family Education Experience/Parent Education Class	0 cr
	Total	14 cr
Winter Term		
301	Psychodynamics of Psychopathology I	2 cr
302	Psychodynamics of Psychopathology II	2 cr
311	Clinical Assessment	2 cr
313	Interviewing Techniques	2 cr
321	Comparative Theories of Psychotherapy	2 cr
471	Continuing Case Seminar I	2 cr
628	Psychological Assessment II	3 cr
507	Family Education Experience /Public Family Counseling	0 cr
	Total	15 cr
Spring Term		
303	Psychodynamics of Psychopathology III	2 cr
315	Introduction to Life Style Diagnosis	2 cr
322	Psychotherapy I: Adlerian Approaches	2 cr
498	Research Seminar	2 cr
507	Family Education Experience/Public Family Counseling	0 cr
629	Psychological Assessment III	3 cr
632	Cognitive-Affective Bases	3 cr
	Total	14 cr
SECOND YEAR		
Fall Term		
341	Family Counseling	2 cr
507	Family Education Experience/Public Family Counseling	0 cr
601	Practicum Seminar I	3 cr
611	Practicum I	2 cr
622	Advanced Life Style Diagnosis	3 cr
624	Advanced Psychopathology	3 cr
	Elective	2 cr
	Total	15 cr
Winter Term		
344	Marriage Counseling	2 cr
507	Family Education Experience/Public Family Counseling	0 cr
602	Practicum Seminar II	3 cr
612	Practicum II	2 cr
625	Lifespan I	3 cr
630	Psychophysiology	3 cr
	Elective	2 cr
	Total	15 cr
Total		49

Psy. D. Course Sequence (Con't)

Spring Term
 603 Practicum Seminar III 3 cr
 613 Practicum III 2 cr
 626 Life Span II 3 cr
 631 Psychopharmacology 3 cr
 647 Advanced Marital & Family Counseling 3 cr
Total 14 cr

THIRD YEAR

Fall Term
 604 Practicum Seminar IV 3 cr
 614 Practicum IV 2 cr
 636 Socio-Cultural Psychology 3 cr
 638 Research I 3 cr
 643 Psychotherapy II: Individual 3 cr
Total 14 cr

Winter Term
 605 Practicum Seminar V 3 cr
 615 Practicum V 2 cr
 635 Health Psychology 3 cr
 639 Research Methods II 3 cr
 Electives 3 cr
Total 14 cr

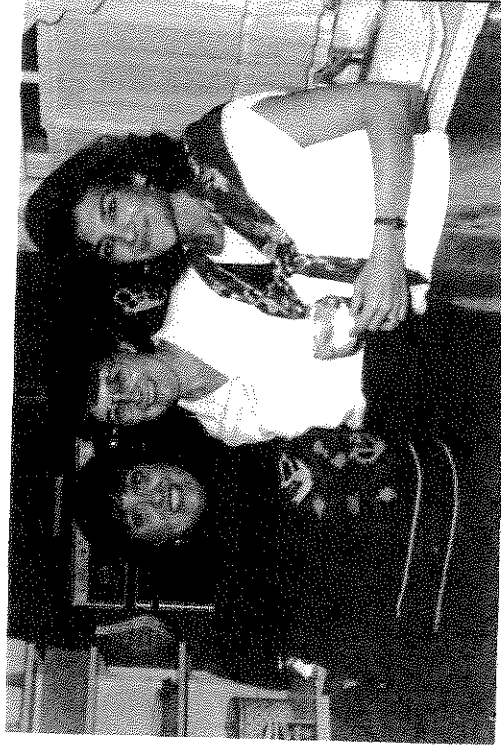
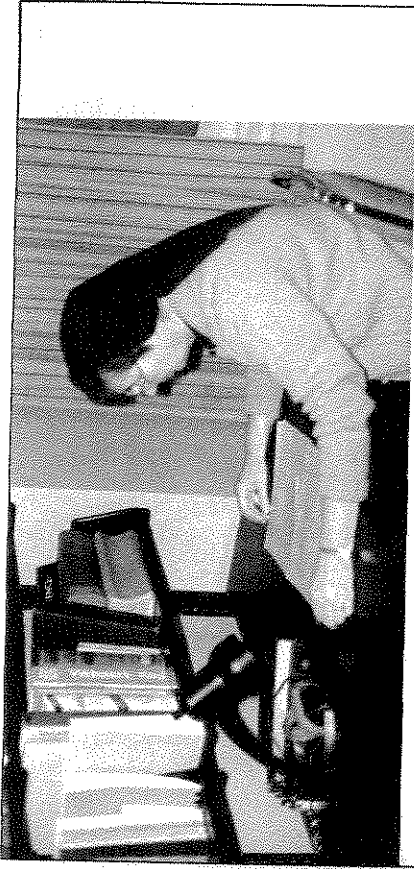
Spring Term
 331 Group Psychotherapy and Counseling I 2 cr
 472 Continuing Case Seminar 2 cr
 606 Practicum Seminar VI 3 cr
 616 Practicum VI 2 cr
 648 Advanced Psychometrics 2 cr
 Electives 3 cr
Total 14 cr

FOURTH YEAR

Fall Term
 699 Doctoral Dissertation 4 cr
 700 Internship 0 cr
Total 4 cr

Winter Term
 699 Doctoral Dissertation 4 cr
 700 Internship 0 cr
Total 4 cr

Spring Term
 699 Doctoral Dissertation 4 cr
 700 Internship 0 cr
Total 4 cr



Varying backgrounds of graduate students enhance the educational experience

CERTIFICATE PROGRAMS

POST-GRADUATE CERTIFICATE IN ADLERIAN PSYCHOLOGY

The Post-Graduate Certificate program is designed to provide specialized training in the principles and techniques of Adlerian psychology. Persons possessing a master's or doctoral degree in clinical or counseling psychology, social work, medicine, or a related field are encouraged to apply for admission to this program.

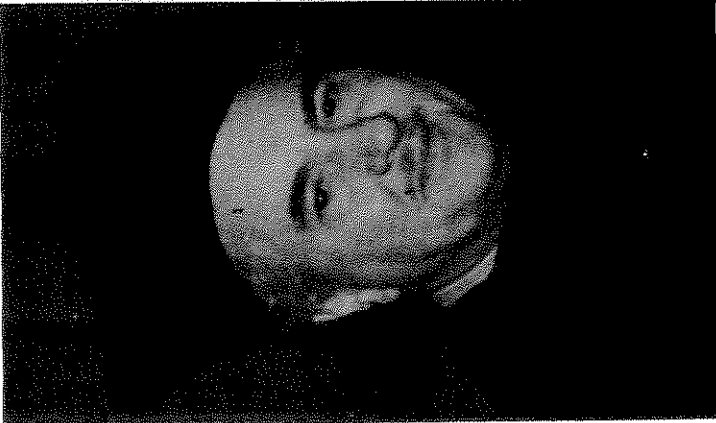
This program was developed to allow qualified and motivated professionals an opportunity to obtain specialized knowledge and clinical skills, participate in supervised clinical experiences, and acquire a speciality in the field of Adlerian psychology. The certificate program can be tailored to meet individual needs. To receive the Post-Graduate Certificate in Adlerian Psychology, a student must complete a minimum of 32 credit hours including practicum and family education field experience, an oral examination, and fulfill the didactic therapeutic experience in accordance with established Institute policy.

Applicants to the program should have at least the equivalent of a master's degree in psychology or a related field with a "B" or better grade point average. An applicant who does not meet all of the admission requirements at the time of application may be admitted as a special student contingent upon satisfaction of any deficiencies which may be completed prior to initial enrollment or concurrently with their program of study. The Institute believes that highly motivated students who may not meet all of the entrance requirements should have an opportunity to pursue a specialized program of study and demonstrate the ability to complete the necessary work.

PRACTICUM & FAMILY EDUCATION EXPERIENCES

An integral part of the certificate program is the supervised practicum experience available through the Rudolf and Sadie "Te" Dreikurs Psychological Services Center or other approved settings, concurrent individual and small group supervision by faculty, and involvement in the Institute's family education activities. Through these activities, students acquire the professional ability necessary to work effectively with individuals, families, and groups in settings where theoretical knowledge and counseling skills are required.

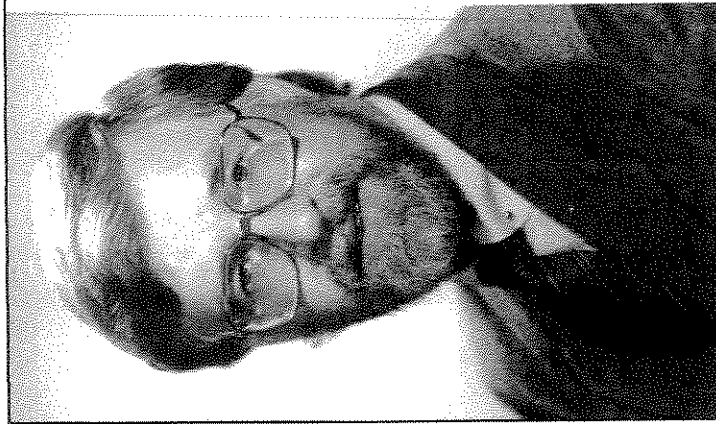
The practicum begins after a student has completed all core courses with at least a "B" grade point average. Application to begin the practicum is made to the Dean of Students. In addition to satisfying the academic requirements the student must possess a degree of freedom from personal traits which would interfere with the potential to develop those skills and competencies which are required for effective professional counseling.



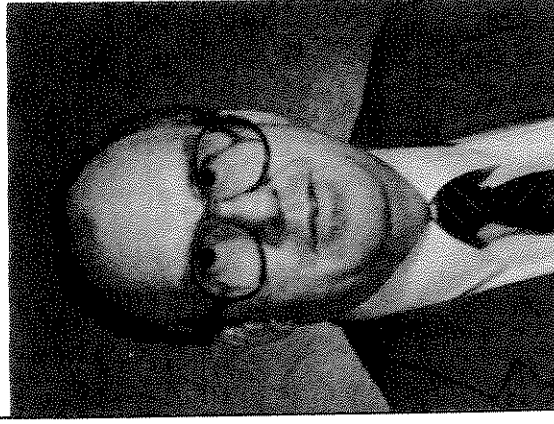
Norman N Silverman, Ph.D.
Associate Dean of Students



Howard S. Pollack, M.S.W.
Dean of Students



Randall L. Thompson, Ed.D., M.B.A.
President



Mark H. Stone, Ed.D., Psy.D.
Dean of Faculty

POST-GRADUATE CERTIFICATE REQUIREMENTS

FIRST YEAR

Fall Term		
101 Introduction to Adlerian Psychology I	2 cr	
102 Introduction to Adlerian Psychology II	2 cr	
Winter Term		
301 Psychodynamics of Psychopathology I	2 cr	
302 Psychodynamics of Psychopathology II	2 cr	
507 Family Education Experience/Public Family Counseling	0 cr	
Spring Term		
303 Psychodynamics of Psychopathology III	2 cr	
315 Introduction to Life Style Diagnosis	2 cr	
Summer Term		
322 Psychotherapy I	2 cr	
471 Continuing Case Seminar I	2 cr	
Year One Total	16 cr	

SECOND YEAR

Fall Term		
502 Small Group Supervision	1 cr	
506 Practicum	2 cr	
508 Family Education Experience/Parent Education Class Electives	0 cr	
	2 cr	
Winter Term		
503 Small Group Supervision	1 cr	
506 Practicum Con't	0 cr	
Electives	4 cr	
Spring Term		
504 Small Group Supervision	1 cr	
506 Practicum Con't	0 cr	
Electives	5 cr	
Year Two Total	16 cr	

CERTIFICATE IN SUBSTANCE ABUSE COUNSELING

The Certificate in Substance Abuse Counseling program is designed to provide specialized training to enter this developing professional career field. The Certificate may be earned in four terms on a part-time basis. The theories and techniques of substance abuse counseling and the practicum experiences gained provide students with specialized training for entry-level positions.

Graduates are eligible for provisional certification as a substance abuse counselor by the Illinois Certification Boards, Inc. Graduates who become clinically certified counselors by ICB are currently assured reciprocity with 27 other states.

This program serves two primary groups of students: (1) those individuals who have not obtained a baccalaureate and (2) those individuals who have obtained a baccalaureate or more advanced degree and are interested in the specialized training. Applicants may apply for admission to the program and receive either undergraduate or graduate credit for work successfully completed. Credit for the substance abuse courses may also be applied to the M.A. in Substance Abuse or other Institute programs.

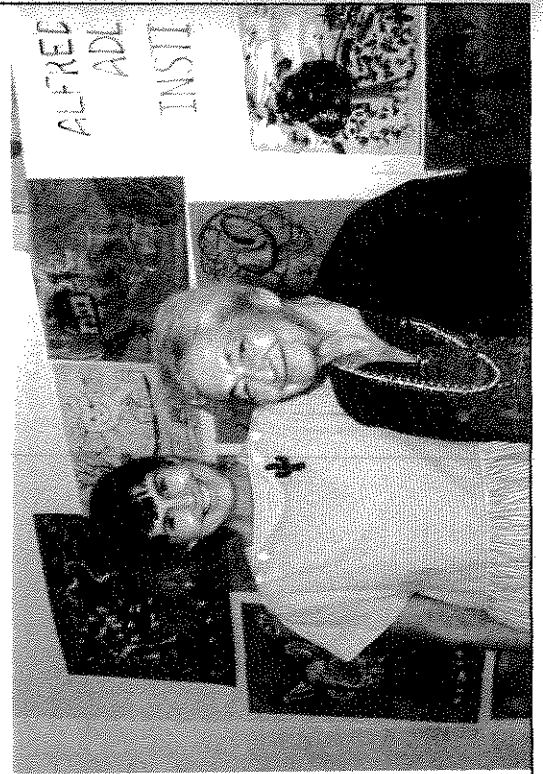
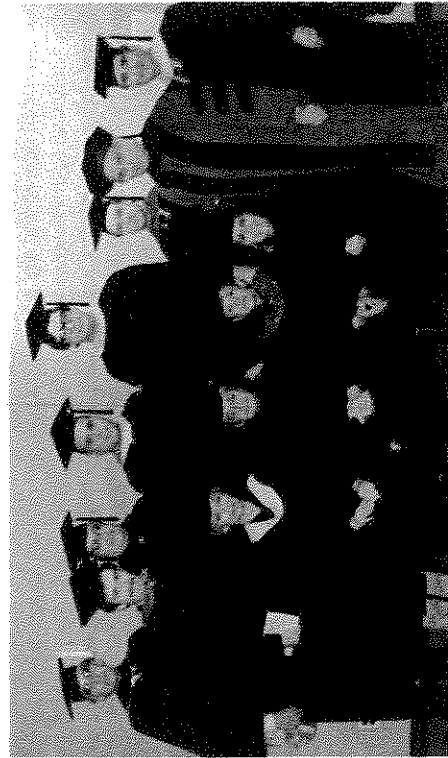
In addition to classroom courses, students must complete 300 hours of field work in an approved clinical setting. Practicum sites are arranged by the student in consultation with the Institute.

Other states may recognize course work and practicum experience earned at the Institute in partial fulfillment for certification as a substance abuse counselor. Because requirements vary from state to state, students are encouraged to obtain appropriate information prior to entry into the program in Substance Abuse Counseling.

CERTIFICATE REQUIREMENTS

201 Introduction to Substance Abuse	4 cr
202 Social & Clinical Aspects of Substance Abuse	4 cr
203 Theories & Techniques of Substance Abuse Counseling I	4 cr
204 Theories & Techniques of Substance Abuse Counseling II	4 cr
205 Practicum: Substance Abuse Counseling	1 cr
206 Practicum: Substance Abuse Counseling	1 cr

Total 18 cr



Faculty

COURSE DESCRIPTIONS

OVERVIEW

A description of the courses normally offered by the Institute appears on the following pages. Courses numbered 100-299 are basic courses serving the needs of beginning graduate students. These courses may also be taken by upper division undergraduate students for undergraduate credit. All courses are listed with the prerequisites and credit which is awarded upon successful completion. Unless otherwise noted, all course credit is in trimester hours.

In order to provide a wide variety of topics of interest to students, the Institute does, from time to time, develop special courses varying from 1-3 credit hours.

COURSES

101-102. An Introduction to Adlerian Psychology I and II

A graduate-level 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. This two part course sequence explores purposiveness of behavior, the totality of the person (holism), creativity, and self-determination. Topics include interrelationships between the individual and society, 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, including vocation, inter-personal relationships, love/sex, dealing with oneself, and exploring the meaning of existence. (2 credit hours each)

105 Advanced Abnormal Psychology

A graduate-level course which covers the development, symptoms, and patterns of maladjustive behavior. Areas presented include the onset and progression of the neuroses, psychoses, personality disorders, sexual disorders, alcoholism, drug abuse, and the structural and chemical disorders of the mental processes. Students are introduced to current DSM categorization and classification of psychological phenomena. (2 credit hours)

111 Psychometric Methods

This graduate-level course is designed to provide the student with a basic background in assessment methods and standardized tests. Covers construction and standardization of tests, reliability and validity, vocational and interest inventories, scholastic aptitude, and other common test tools used in counseling. (2 credit hours)

115 Theories of Personality

A comparative study of the major theories of personality. The nature of personality will be examined from various points of view including the psychodynamic, humanistic, existential, behavioral, and cognitive. (2 credit hours)

131 Group Leadership Training

Development of group leadership skills in an adult education setting, including parent education groups and marriage enrichment groups. Students are encouraged to explore and develop personal styles of group leadership through practice in leading and participating in an on-going group under supervision which will count as C. 508 credit. May not be transferred in as an elective. (2 credit hours)

201 Introduction to Substance Abuse

This introductory course presents the student with an overview of substance abuse, the social, psychological, physiological, and medical aspects. The signs of abuse, progression, and recovery process will be presented and discussed. The effects of substance abuse on the family and the importance of family in the treatment process will be presented. (4 credit hours)

202 Clinical Aspects of Substance Abuse

Prerequisite: 201. The major theories of cause, dynamics, and psychopathology of substance abuse are developed. Clinical concepts, terminology, and counseling techniques are discussed. Through lecture and role playing students are introduced to such problems as relapse, resistance, and denial. (4 credit hours)

203 Theories and Techniques of Substance Abuse Counseling I

Prerequisites: 201 & 202. In this course students learn and practice effective counseling skills in interviewing, data gathering, and report writing, including intake assessment, psychosociological history, family interview, charting, interview summaries, and treatment plans. (4 credit hours)

204 Theories and Techniques of Substance Abuse Counseling II

Prerequisites: 201, 202 & 203. This course emphasizes skills training and supervision of concurrent practicum field experiences. The focus of this course is on the problems, issues, and difficulties which students may be experiencing in the practica setting. The course is designed to provide an opportunity to integrate course work and field experience in a supervised group process. (4 credit hours)

205-206 Practicum in Substance Abuse Counseling

Prerequisites: 201 & 202. Each student will be involved in an approved field placement experience to integrate and apply knowledge and skills in a clinical setting. Students are required to spend a minimum of 300 hours in supervised field experience.

207-208 Substance Abuse Small Group Supervision

Prerequisite: Concurrent with practicum. Small group supervision provides students with an opportunity to develop clinical skills, values and attitudes in a supervised setting. (2 credit hours each)

210 Current Approaches to Substance Abuse Counseling

This course provides an overview of the theories and techniques of substance abuse counseling for those students who do not intend to specialize in this field of study. A survey course which is open to all interested students. (2 credit hours)

301-302 Psychodynamics of Psychopathology I and II

Prerequisites: 101, 102 & 105. A two part course sequence which focuses on the basic concepts of normal and abnormal behavior, the significance of the crisis situation, the creation, maintenance and purpose of symptoms, and the psychodynamics of the neuroses, psychoses, personality, and psychosomatic disorders are developed. (2 credit hours each)

303 Psychodynamics of Psychopathology III

Prerequisites: 301 & 302. This third course in the psychodynamics of psychopathology sequence focuses on schizophrenia, manic-depressive psychoses, and paranoid states. The symptomatic differences between organic and functional psychoses is developed and discussed. This course is conducted primarily from a phenomenological and teleological perspective. (2 credit hours)

311 Clinical Assessment

Prerequisites: 101 & 102. This course introduces students to purposes, issues, and the process of clinical assessment. Techniques for understanding non-verbal behavior, speech and language and interpersonal transactions are presented. Students are introduced to situational assessment, psychological inference and report writing. (2 credit hours)

313 Interviewing Techniques

An initial clinical course designed to provide students with basic principles and techniques of clinical interviewing. The course format includes discussions, demonstrations, and experience in conducting interviews. Uses of the interview for diagnostic and therapeutic purposes and an opportunity to develop listening skills and interviewing expertise are stressed. (2 credit hours)

315 Introduction to Life Style Diagnosis

Prerequisites: 311 & 313. Students are introduced to the family constellation and to early recollections, their meaning, significance, and their usefulness in helping to gain an understanding of the individual's life style and concurrent outlook on life. The early social milieu in which the individual develops fundamental attitudes is discussed, with an emphasis on understanding the importance of other family members in relation to the individual's subjective view of him/herself and the world. (2 credit hours)

316 Dream Interpretation

Prerequisite: 311, 313 & 315. The focus of this course is on dream interpretation. Students may present their own dreams in a group setting. Techniques for analysis of dreams using Adlerian approaches and other dream theories and clinical techniques such as Freudian, Jungian, and Gestalt are presented. (2 credit hours)

321 Comparative Theories of Psychotherapy and Counseling

Prerequisite: 101, 102 & 115. Examination and analysis of the major theories, principles, and techniques of psychotherapy and counseling. Approaches presented include Freudian, Rogerian, Jungian, Adlerian, existential, humanistic, rational-emotive, and cognitive therapies. (2 credit hours)

332 Psychotherapy I: Adlerian Approaches to Intervention

Prerequisites: 101, 102, 301, 302, 311, 313 & 321. The development of knowledge and practical application of Adlerian approaches to psychotherapy and counseling. Special emphasis is placed upon the respective roles of the therapist, the client, and the nature of the therapeutic relationship. Examination of the major features of the therapeutic situation including rapport, analysis, interpretation, resistance, insight, changes in goals and movement, and termination are presented. (2 credit hours)

331-332 Group Psychotherapy and Counseling I and II

Prerequisites: 101 & 102. Examination of the theory, methods, and applications of group psychotherapy and counseling are discussed and demonstrated. In Course 332 the development of competency in group methods is enhanced through didactic presentation, role playing, and participation in an on-going group. (2 credit hours)

335 Psychodrama

Provides students with an introduction to the theory and techniques of psychodrama and sociometrics through supervised experience in opening, developing, and closing psychodrama sessions. A variety of techniques are utilized using the class itself as a group situation. Designed for students interested in self-improvement as well as for students who wish to use psychodrama as a therapy technique. (2 credit hours)

336 Professional Development: An Experiential Course

Prerequisites: 101 & 102 recommended. This course is conducted as an experiential small group process class. As members of a group, students experience group dynamics, and have an opportunity to increase self-understanding and skills in the areas of personal, interpersonal and small group communication, and professional development in a setting where constructive feedback may be obtained from others. The focus of the course is on the development of self-awareness and sensitivity to others. As members of a group, students are expected to participate with openness and candor. (2 credit hours)

341 Family Counseling

This lecture-demonstration course focuses on the understanding of family dynamics. Includes discussion of the family system, issues of responsibility, academic and social inadequacies, rivalry and friction between children, and various forms of norm-violating behavior. Provides students an opportunity to observe family counseling demonstrations and to examine counseling techniques for improvement of parent-child relationships. (2 credit hours)

343 Counseling Children and Adolescents

A practical course focusing on the application of principles for understanding and dealing with corrective measures for the improvement of maladaptive behavior of children and adolescents. Areas presented include reluctance to assume responsibilities, academic and social inadequacies, defiance of order, and other forms of norm-violating behavior. (2 credit hours)

344 Marriage Counseling

An introduction to processes, theories, and techniques of marriage counseling used by counselors in the resolution of premarital and marital issues and problems. Through readings, lectures, experiential class activities, and directed observation, students are

introduced to a wide variety of psychotherapeutic procedures and intervention strategies. (2 credit hours)

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 to art therapy through demonstration and active participation of the class in the therapeutic process. Designed especially for counselors, occupational and art therapists, and teachers. (2 credit hours)

348 Art-Related Techniques for the Classroom/ART

An experiential course designed to introduce the classroom teacher or guidance counselor to the uses of art in order to promote group cohesion, enhance student social interest and self-esteem, promote cooperation, and decrease competitive atmosphere. The link between art and learning is also explored. Especially useful for pre-school, elementary, and junior high classroom teachers. (2 sem./3 trimester credit hours)

351 Approaches to Classroom Management

Provides the teacher/counselor with practical skills in understanding and dealing with day-to-day classroom management and the dynamics of interpersonal relations in everyday school interactions. The course focuses on the application of Adlerian principles for recognizing and dealing more effectively with the verbal and non-verbal, rational and irrational communications of children, and the hidden agenda underlying classroom behavior. (3 sem./4 trimester credit hours)

352 Systematic Training for Effective Teaching/STET

Effective approaches to discipline and motivation. This course gives educators the skills to cope with classroom problems and increase their effectiveness with all students. Techniques for building student morale and cohesion, understanding misbehavior, effective discipline, and relieving teacher stress are emphasized. (3 sem./4 trimester credit hours)

353 Personal Leadership Styles & Classroom Effectiveness/STET II

Prerequisite: 351 or 352. Exploration of counseling theory as it pertains to the educator's understanding of his/her own behavior and that of the personnel or students for whom he/she is responsible. Private logic, life style, classroom atmosphere, and problem-solving group skills will be explored. Extends participants' knowledge of principles learned in STET & 351. (2 sem./3 trimester credit hours)

357 Successful Action Strategies/SAS

Seeking to help students develop as responsible, cooperative class members, course focuses on use of techniques such as sociodrama (role playing issues of concern to the group to enhance understanding), sociometry (examining connections between students), and class meetings (training students in problem solving and communication skills). Teachers pre-school through grade 12 will learn action techniques for all curriculum in all settings. (2 sem./3 trimester credit hours)

359 Building Self-Esteem: A Blueprint for Teachers

Study and experience techniques for assessing, improving, and maintaining increased levels of self-esteem in both students and teachers. The course will focus on the

nature of self-esteem, cognitive distortions, arming for an appropriate response to internal and external criticism, developing an appreciation for one's self-worth, and the language of self-esteem. Modeling self-esteem for students, enhancing relationships with parents, and increased overall classroom effectiveness are covered. (3 semester/4 trimester credit hours)

451 Seminar in Education: Case Presentation

Students will be responsible for presenting actual classroom situations and experiences in order to better understand and apply theory to practice of dealing with classroom problems. A variety of approaches will be explored through case presentation, role play, and structured exercises in small groups. (2 credit hours)

471-472 Continuing Case Seminar I and II

The continuing case seminar is a two course series. Students may enroll in 471 after completion of 101-102. To enroll in 472 students must have received credit for 471 and have completed or be concurrently enrolled in Course 322, which provides the opportunity to integrate course work with techniques of psychological intervention. Students observe an instructor/therapist engage in psychotherapy or counseling with a volunteer client beginning with the initial interview through on-going live or video-taped therapy sessions. At the conclusion of each class, students discuss the therapy session. (2 credit hours each)

498 Research Seminar

This course serves to integrate the student's academic program of study and clinical interests with an introduction to research design and methodology, with a review and discussion of recent research studies. Students will be expected to do an extensive review of psychological literature and research from the field, prepare written critical reviews, make oral presentations, and to prepare a major research paper in an area of special interest. Emphasis is placed on developing skills in the critical evaluation of clinical literature and on the use of American Psychological Association's standards for preparation of manuscripts. This course may be waived for students who have previously completed an M.A. or doctoral thesis utilizing APA guidelines. (2 credit hours)

499 Independent Study

Provides students in degree programs an opportunity to pursue advanced study in special areas where they seek further knowledge and for which the Institute does not normally provide a course of study in the field of interest. This is a self-directed study under faculty supervision in any theoretical or clinical aspect related to the curriculum. (1-4 credit hours)

500 M.A. Graduate Paper

The M.A. Graduate Paper is a student-directed approved study done in consultation with an approved faculty member in any theoretical, methodological, or applied psychological area relevant to the curriculum. The research paper culminates in the completion of a scholarly paper of publishable quality in accordance with Institute guidelines and American Psychological Association standards. (4 credit hours)

501 Introduction to Professional Issues

An examination of the legal, ethical, and professional issues in the delivery of mental health services. Topics include ethical standards, privacy, confidentiality, credentialing,

mental health code and legislation, certification and licensure, professional organizations, and insurance in various settings such as hospitals, clinics, private practice, schools, business and industry, government, and community. (2 credit hours)

502-504 Small Group Supervision

Prerequisite: Concurrent with M.A. practicum. The small group supervision series is a course sequence taken concurrently with the students' practicum experiences. Students are expected to be actively counseling clients in order to make case presentations. Through lectures, case presentations, and discussion, students have an opportunity to develop clinical skills, techniques, attitudes, and values. It is recommended that students be exposed to different instructors in this series to obtain a variety of role models. (1 credit hour each)

506 M.A. Practicum

Prerequisite: M.A. candidate status. M.A. students must complete at least fifty clinical hours of supervised counseling in the Rudolf Dreikurs Psychological Services Center or other approved placement with a minimum of five clients. Each student must obtain at least 12 hours of supervision. Students arrange for co-therapy sessions with an Institute approved supervisor, meeting in a double with the supervisor and each client at least once. It is required that the student be assigned at least two different supervisors. (2 credit hours)

507 Family Education Experience/Public Family Counseling

Each student must attend at least five public family counseling demonstrations (in addition to any in-class observations) conducted by the Institute's Family Education Activities Division or other approved organization. Students will be expected to participate as an observer, playroom supervisor, session recorder, or assist in some other manner. (0 credit hours)*

508 Family Education Experience/Parent Education Class

Students are required to attend a complete parent study group consisting of eight to ten sessions as a participant, co-leader, or leader. (C. 131 satisfies this portion of the field experience requirement.) The Institute will assist students in finding parent education classes. (0 credit hours)*

** It is recommended that both requirements be completed prior to practicum. Students must arrange these experiences with the Director of the Family Education Division and submit appropriate written documentation to the Registrar when the requirements have been completed.*

601-606 Psy.D. Practicum Seminar Groups I-VI

Prerequisite: Concurrent with Psy.D. practica. An essential aspect of the doctoral program is the supervised development of skills, techniques, attitudes, and values expected of the professional psychologist. Concurrent with the practicum field experiences, the practicum seminar enhances the relevance of theoretical and academic perspectives in the clinical setting. A variety of topics and clinical experiences are offered through class discussions, case presentation, role play, and structured exercises. (3 credit hours each)

611-616 Psy.D. Practicum I-VI

Prerequisite: Second year Psy. D. status/permission of Director of Clinical Training. During the second and third year of the doctoral program, each student will be involved in supervised practica experiences. Students will be expected to spend 8-12 hours per week in an off-campus practicum placement in addition to carrying a client load at the Institute's Rudolf Dreikurs Psychological Services Center. The Institute will assist each student in identifying a practicum placement in various agencies, hospitals, mental health centers, and other human service organizations. At least 50 percent of the practica must be carried out under the primary supervision of a registered doctoral-level psychologist. Other supervision may be provided by social workers, psychiatrists, psychiatric nurses, and other health care professionals. Students are expected to obtain at least 800 hours of experience in different settings, with diverse populations (e.g., children, adolescents, adults, minorities), and in the application of a broad range of modalities including individual, family, and group therapy. (2 credit hours each)

622 Advanced Life Style Diagnosis

Prerequisite: 315. This course is a continuation of the introductory course in life style. Major attention will be on the administration, interpretation, and utilization of life style assessment. (3 credit hours)

624 Advanced Psychopathology

Prerequisite: 105 or equivalent. This course examines abnormal behavior within the context of categorization and classification of the current DSM. Major attention is on the observation, diagnosis, understanding, and treatment planning of psychological disorders. (3 credit hours)

625 Life Span I

This first course in the human development sequence emphasizes psychological development from prenatal life to young adulthood. Attention is given to the relation between developmental processes and socialization from infancy through adolescence. This course focuses primarily on normal child development. (3 credit hours)

626 Life Span II

Social, biological, and psychological issues of life-span development with emphasis on adulthood and aging. Topics including cognitive functioning, psycho-social aspects of aging, coping and adaptation, retirement, death bereavement, and related gerontological issues will be explored. Life Span I & II should be taken in sequence. (3 credit hours)

627 Psychological Assessment I

Introduction to principles and theories of psychological assessment, administration, scoring, interpretation, and report writing. This course focuses on the standard intellectual and neurological tests for children and adults, including such instruments as the WISC-R, WAIS-R, Stanford-Binet, Bender-Gestalt, and Wechsler Memory. (3 credit hours)

628 Psychological Assessment II

Prerequisite: 627. This second assessment course concentrates on personality assessment, covering a broad range of instruments in current clinical usage. Administration, scoring, and interpretation of the major instruments such as the MMPI, Millon, CPI, Word-Association, and Sentence Completion will be presented. (3 credit hours)

629 Psychological Assessment III

Prerequisite: 628. Assessment of personality using the Rorschach, Thematic Apperception Test, CAT, House-Tree-Person, and other projective instruments will be presented. Students will be expected to administer, score, and interpret major projective tests, and write integrated psychological evaluation reports. (3 credit hours)

630 Psychophysiology

Physiological bases of behavior, including structure and function of the central and autonomic nervous system, endocrine system, sensation, motivation, and memory. Neuroanatomy, physiology, the theoretical formulation of neurological bases for psychological and behavioral effects and the use of the Luria and Halstead-Reitan tests will be introduced. Lecture, case discussion, and videotape presentations will be used. (3 credit hours)

631 Psychopharmacology

Prerequisite: 630. This course presents the basic scientific principles and clinical information needed for a basic understanding of the uses and limitations of the major classes of psychopharmacologic agents. Students will be introduced to major psychotropic drugs, their clinical application, and side effects in the management and treatment of psychological and behavioral disorders. (3 credit hours)

632 Cognitive-Affective Bases of Behavior

This course emphasizes the most recent theoretical developments in cognitive-affective bases of behavior. Emphasizes the areas of learning, thinking, motivation, sensation, visual perception, maturation, emotions and feelings, concept formation, and language comprehension. (3 credit hours)

634 History and Systems

A survey of the historical development of scientific psychology. Examination of the major systems of psychology including psychodynamic, structuralism, functionalism, humanistic, existential, behavioral, and Gestalt. Viewpoints and theories such as those of Freud, Adler, Jung, Maslow, Skinner, and Wundt will be discussed. (3 credit hours)

635 Health Psychology

This course is designed to introduce students to the field of health psychology. Topics include holism, wellness, critical risk factors, eating disorders, stress, exercise, mind/body, and other aspects of traditional medicine, preventive medicine and health psychology. (3 credit hours)

636 Socio-Cultural Psychology

A study of the historical and philosophical foundations of social psychology, social behavior, cross-cultural comparisons, and general theoretical orientations. Focuses on interpersonal behavior, impact of society on the individual, class issues, sex role socialization, minority issues, ethnic groups, religion, and society. (3 credit hours)

637 Minority Issues

Prerequisite: 636. This course presents issues vital to understanding culturally diverse groups, effective psychotherapeutic techniques, and issues which might hinder the therapy process. (2 credit hours)

638 Research Methods I

Introduction to concepts and applications of descriptive and inferential statistics. The focus is on the basic statistical methods of data analysis, probability, t-test, F-test, chi-square, nonparametric statistics, and the analysis of variance. (3 credit hours)

639 Research Methods II

Prerequisite: 638. This course focuses on design issues encountered in clinical research and multivariate analysis. Particular attention is given to the application of research methodology to psychological problems and issues. (3 credit hours)

641 Marital and Family Research Seminar

Examines theory and research techniques as they apply to marital and family systems. (4 credit hours)

643 Psychotherapy II: Individual

Prerequisites: 313, 321 & 322. This course provides an introduction to the major systems of psychological intervention. A variety of psychotherapeutic techniques from several theoretical perspectives will be considered. (3 credit hours)

647 Advanced Family and Marital Counseling

Prerequisites: 341 & 344. An advanced course on the theory and application of intervention techniques to family and marital systems. This course will include normal, dysfunctional, and disturbed family and couple relationships. Use of students' own family life experiences, case materials, role playing, and first-hand experience of the instructor will be examined. (3 credit hours)

648 Advanced Psychometrics

Prerequisite: 111. This course focuses on measurement theory and practice, emphasizing instrument development. Current psychometric issues are discussed. (2 credit hours)

650 Consultation

Survey of theory, research, and practice in consultative intervention at the individual, group, organizational, and institutional levels. This course introduces the student to both the theory and skills required to be an effective consultant in a variety of business and service organizations. Class format includes both didactic and applied aspects. (2 credit hours)

652 Supervision

A review of the literature of supervision. An opportunity to develop supervision skills and supervisory styles is provided. The course includes experience in supervising other students engaged in clinical activities. (2 credit hours)

654 Human Sexuality

This course focuses on sociological, physiological, and psychological origins of human sexual behavior. Emphasis is on the study of human sexual development, dimensions of sexual behavior, sex education, health issues, sex therapy, ethical and legal issues. (3 credit hours)

655 College Teaching of Psychology

A seminar on teaching methods including the development of course objectives, outlines, presentations, preparation of instructional materials, and evaluation of student performance. Major emphasis is placed on effective approaches to teaching psychology at the graduate level. (2-4 credit hours)

657-658 Family Systems Theory I & II

This course introduces students to theoretical foundations of family systems theory and its application to clinical practice. (3 credit hours each)

659 Advanced Family Systems Theory and Therapy

Prerequisite: 657, 658. This course emphasizes family therapy interventions. A clinically oriented course providing training in a wide variety of treatment approaches. May be repeated for additional credit. (3 credit hours)

665 Program Evaluation

This course provides the research tools and techniques necessary to conduct formative and summative program evaluation. (3 credit hours)

698 Special Topics Seminar in Psychology

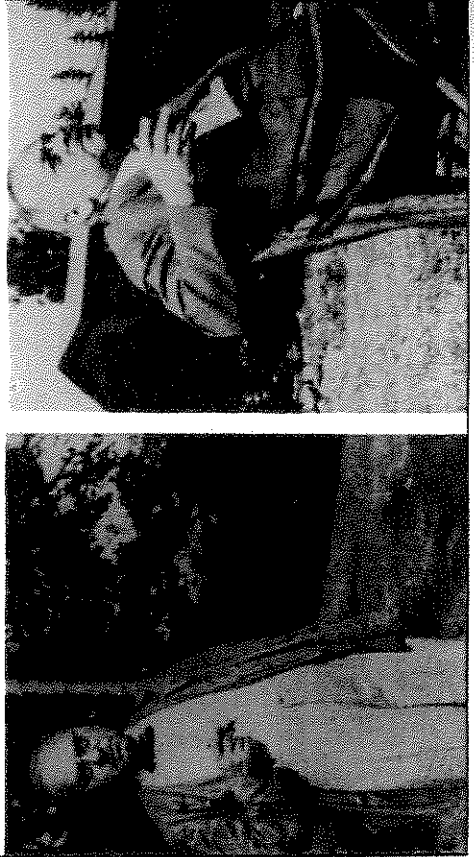
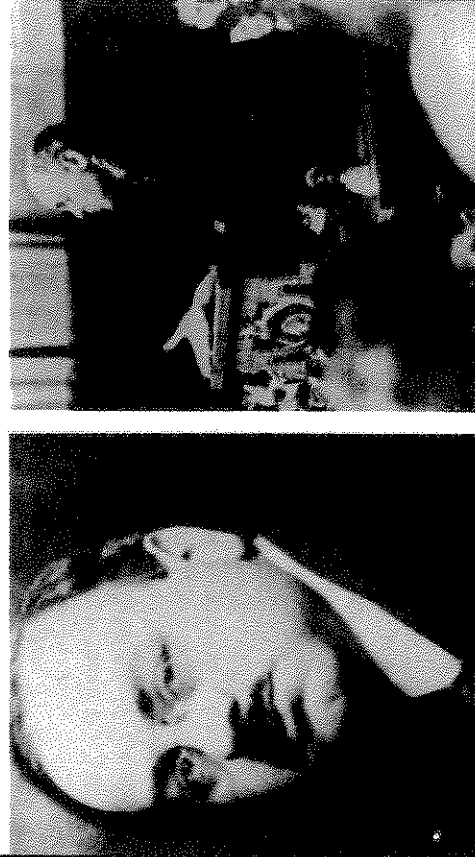
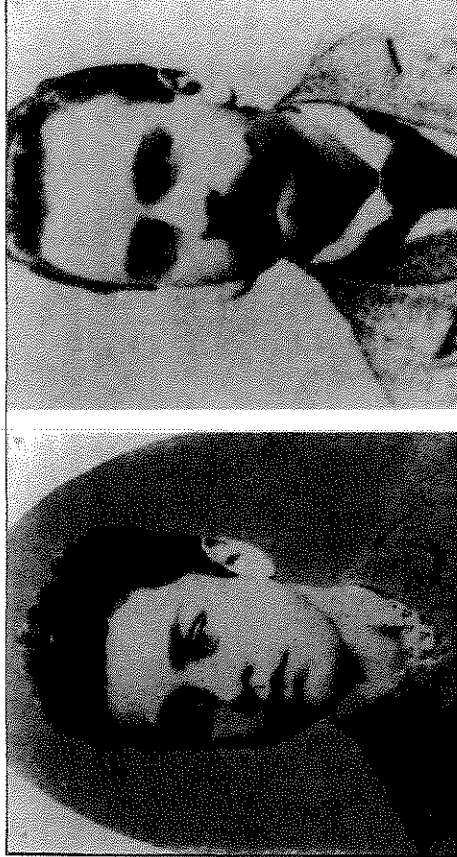
The purpose of this designation is to allow for a variety of courses not normally offered on a regular basis by the Institute. Special courses on a variety of psychological topics, both theoretical and applied, will be offered. Credit earned may be counted toward fulfillment of elective credit. (1-3 credit hours each)

699 Doctoral Dissertation

Prerequisite: Approved proposal. The Doctoral Dissertation is the final product of the student's academic experience and clinical training in the doctoral program. It is intended that the Doctoral Dissertation contribute to the student's psychological knowledge, professional development, and research expertise. The project can be on any significant issue or problem that is psychological in content and is professionally relevant, including clinical case studies, traditional experimental studies, in-depth theoretical studies, or other types of studies or projects that will make a contribution to the field of Adlerian Psychology and to the discipline of psychology in general. (12 credit hours)

700 Internship

Prerequisite: Clinical qualifying report. The fourth year of the doctoral program is devoted to a full-time 12 month Institute approved internship of at least 2000 hours. In special cases, two years of half-time clinical experience may be approved. The internship is designed to provide an intensive clinical experience building upon the course work, practicum experiences, and skills supervision completed during the first three years of the doctoral program. The internship may or may not be a paid position. The Institute will assist students in identifying suitable sites for approved internships. (0 credit hours)



Alfred Adler from age 15 through 64 (1934)

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