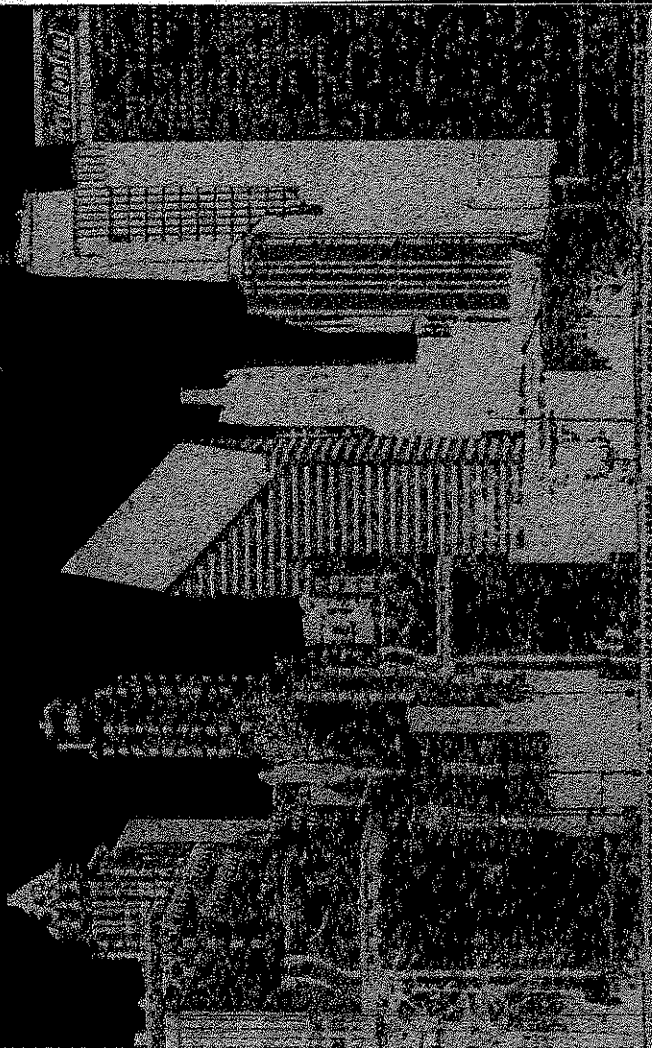


# Adler School of Professional Psychology

1995-1997 Catalog

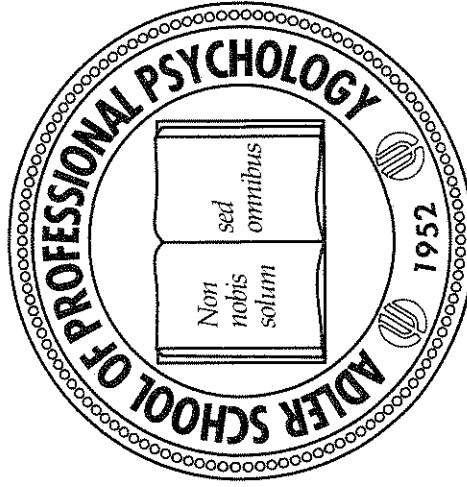


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# Adler School of Professional Psychology

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Catalog  
1995-1997



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*Non nobis solum, sed omnibus.*  
Not for ourselves alone, but for all.

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**RIGHT TO CHANGE REQUIREMENTS**

*The policies and procedures presented in this Catalog are those in effect at the time of publication. The School reserves the right to make changes without advance notice as deemed necessary and appropriate and to apply such changes to present and new students alike. Therefore, this Catalog and the contents contained herein are not to be construed as a contract binding the School to any specific policies. Possible changes include, but are not limited to, graduation requirements, admission requirements, tuition, fees, and course content.*

## The School: An Overview



*Rudolf Dreikurs, M.D.*

Founded in 1952 by Rudolf Dreikurs, M.D. (1897-1972), the Adler School of Professional Psychology is a private not-for-profit institution of higher education. Since its inception, the Adler School, formerly known as the Alfred Adler Institute of Chicago, has established a solid reputation for providing quality educational programs, publications, and clinical services. It is the only accredited doctoral degree-granting institution in the world having Individual Psychology, a comprehensive science of living system originated and developed by the well-known Austrian psychiatrist, Alfred Adler (1870-1937), as its major educational orientation.

Individual Psychology, also known as Adlerian psychology, is the study of the person's subjective perception and construction of reality based on prior learnings and patterns of perception, developed in the social context. It is a subjective psychology in that it views a person's behavior, thoughts, and feelings as results of individual apperception. It is an objective psychology in its focus on the person's behavior as manifestations of this apperception and of the person's unifying themes or style of life. It is sociological in its emphasis on the social context of learning and behavior.

Individual Psychology emphasizes the uniqueness of every individual and stresses the individual's relationship with, and embeddedness in, society. As a health profession, it encourages the development of social interest as epitomized by the person's ability to act in accord with the common welfare and subjective sense of connection with others based on the shared experience of being human.

The Adler School is one of the most respected institutions of its kind, drawing students from North America and abroad. The student body is a diverse group of varied ages, educational backgrounds, personal interests, and professional experience. Courses are offered during daytime, evening, and weekend hours seven days a week on a year-round schedule to accommodate both the full-time and part-time student.

More than 1,000 degrees and certificates have been awarded by the Adler School. Graduates of the School currently reside throughout the U.S. in 32 states and one territory, in six Canadian provinces, and in five other foreign countries.



*Alfred Adler, M.D.*

## Accreditation & Approvals

The Adler School of Professional Psychology is accredited by the North Central Association Commission on Institutions of Higher Education and is a member of the National Association of Independent Colleges and Universities, the North American Society of Adlerian Psychology (NASAP), the International Association of Individual Psychology, an associate member of the National Council of Schools of Professional Psychology, and a founding member of the Family Resource Coalition. The National Register of Health Service Providers in Psychology has approved the Adler School for inclusion in its Designated Doctoral Programs in Psychology. The Adler School of Professional Psychology is one of the oldest accredited free-standing psychology schools in the nation. North Central accreditation was first received in 1978.



The Adler School is approved for veterans' education by the State Approval Agency, Illinois Veterans Commission, and is authorized under Federal law to enroll non-immigrant alien students through approval by the Justice Department. The Substance Abuse Counseling program is approved by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA).

The Adler School has authority to offer courses and programs in the State of Indiana and is regulated by the Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, IN 46204, phone 1-(800) 227-5695 (toll-free) or (317) 232-1320.

## Degree & Certificate Programs

Over the past decade the Adler School has implemented a number of new programs and now offers graduate degrees and certificates in the following areas:

**Doctor of Psychology (Psy.D.)**  
in Clinical Psychology

**Masters of Arts** in:

Classroom Psychology  
Counseling Psychology  
Counseling Psychology: Art Therapy  
Gerontological Psychology  
Marriage & Family Counseling  
Substance Abuse Counseling

**Certificates** in:

Adlerian Psychotherapy  
Art Therapy Counseling  
Clinical Hypnosis  
Clinical Neuropsychology  
Gerontological Psychology  
Group Psychotherapy  
Marriage & Family Therapy  
Substance Abuse Counseling

## Specialization Tracks

Adler School students are encouraged to supplement their professional development and skill training by taking courses in a specialized area that will also fulfill elective and practicum requirements in their program of study. Specialized short-term training opportunities are offered in a variety of areas including art therapy, clinical hypnosis, cognitive-behavioral therapy, gender and ethnoculture, gerontological psychology, group psychotherapy, marriage and family therapy, clinical neuro-psychology, and substance abuse counseling.

## Respecialization in Clinical Psychology

Individuals possessing a doctorate in psychology or in an area primarily psychological in nature may apply for respecialization in clinical psychology. This retraining program is highly individualized and takes into account the background and needs of the applicant. For further information, please contact the Admissions Office.

## Continuing/Professional Education

Through a commitment to provide lifelong learning and service to the public, a number of continuing and professional education courses, seminars, and workshops are offered each term. Qualified psychology graduate students, social workers, nurses, psychologists, physicians, and other health care professionals may register for graduate credit and complete the course requirements for many of the programs offered or earn Continuing Education Credits.

The School's continuing education programs are accredited by such organizations as the American Psychological Association, the National Board for Certified Counselors, and the Illinois Alcohol and Other Drug Abuse Professional Certification Association. The Adler School is approved as a State of Illinois Department of Professional Regulation Registered Social Worker Continuing Education Sponsor.

A number of continuing education opportunities are held monthly on Wednesday evenings throughout the year in areas such as addictions, gender, ethnoculture, and gerontology. Most programs are free and open to the professional and general public. Continuing Education Certificates are available for a nominal fee.

The Adler Center for Family Studies offers a sequence of graduate level courses and supervised clinical training for professionals interested in AAMFT Clinical Membership and ABPP Diplomate Status in Family Psychology.

### Speaker's Bureau

A wide variety of community service and in-service activities in mental health are available through the Adler School's Speaker's Bureau. Educational programs are available for community organizations, mental health agencies, college groups, and public and private schools from preschool through high school, and for parents, professionals, and paraprofessionals. Related film, audio, video and printed resources are available to the public through the Adler Book Store.

### Parent Education

A variety of family education programs are available through the Adler Center for Family Education & Child Guidance. Parent education programs are available at the School's Psychological Services Center and at other sites throughout the Chicago area. Services that provide education and parent skill training are also available to community organizations, mental health agencies, and public and private schools of all levels. Programs can be tailored for special needs.

### Faculty & Staff

A dedicated and highly qualified faculty, administration, and staff are available to serve students. In addition to teaching and supervising students, most faculty members also are practicing professionals with established reputations as clinicians.

The size of the faculty and staff provides for a great degree of interaction and informality with an emphasis on the kind of humanness characterizing a learning community engaged in the discovery of knowledge and techniques to help solve human problems.

This educational philosophy is embodied by a diverse faculty. Members of the faculty conduct research, author books and articles, and present workshops and seminars throughout the United States, Europe, Canada, and other countries in addition to their day-to-day faculty responsibilities.



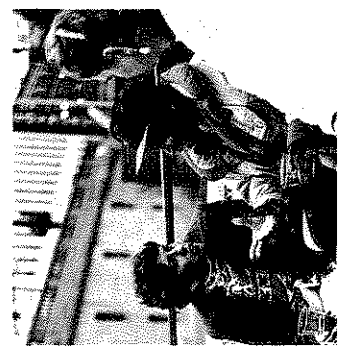
Most core faculty are full-time and actively involved in academic governance, faculty committees, clinical supervision, curriculum development, research, and other faculty-related matters. They are supplemented by part-time faculty, visiting professors, and other professionals who are hired to teach specific courses or render other academic or clinical services.

### Facilities

The Chicago campus at 65 East Wacker Place occupies four floors of a modern office building overlooking the Chicago River. Facilities include classrooms, administrative and faculty offices, assessment and observation laboratories, a library, book store, and psychological services center.

The School's near north Loop location is in the heart of some of Chicago's best cultural, dining, and shopping attractions. Easy accessibility by car or public transportation creates an ideal setting for students commuting not only from the greater Chicago area but from throughout the United States and Canada as well.

Located near the campus are several major colleges and universities, public libraries, lake front parks, museums, and public parking facilities. Major tourist attractions close by include the Art Institute of Chicago, Water Tower, Orchestra Hall, Auditorium Theater, Chicago Theater, Sears Tower, Shedd Aquarium, Adler Planetarium, and the Field Museum of Natural History.



### Library

The Sol and Elaine Mosak Library provides resources and services in an atmosphere that fosters the educational and intellectual inquiry of students and faculty. In addition to its major holdings in Adlerian-oriented materials, the library also contains a wide variety of materials in mental health and related disciplines. The library has a collection of more than 14,000 volumes and subscribes to over 140 professional journals. It also has a very extensive collection of over 1,000 audio and video tapes.

The library's CD-ROM indexes facilitate research by extending its reach to the larger research community. Through interlibrary loans, cooperative agreements with local libraries, and membership in ILLINET, OCLC, and NLM-Doctype, students have computer access to learning materials from all over the country.



### • Book Store

The Adler Book Store is an educational resource for students and faculty. It stocks all student textbooks and reading materials required or recommended for courses. In addition, the book store carries other psychology-related publications, psychological tests, audio and videotaped programs, including material on child rearing, family counseling, substance abuse, and more. Some of these materials have been produced or published by the Adler School.



The book store is known internationally as the source for specialized Adlerian materials and as a definitive source of family education materials. It accepts purchases in person and credit card orders by telephone, facsimile, and mail from students, parents, educators, mental health professionals and organizations, and other colleges throughout the United States and foreign countries. Books and other educational material may be obtained by calling (312) 201-5900, ext. 228, or faxing (312) 201-5917.

### • Psychological Services Center

The Rudolf and Sadie "Tee" Dreikurs Psychological Services Center (PSC) is a full-service counseling center licensed by the State of Illinois Department of Professional Regulation. The PSC provides a wide range of services to the public including psychotherapy, neurological assessment, forensic evaluations, support groups, parenting classes, consultation, vocational assessment, psychological testing, art therapy, play therapy, and psychoeducational programs. Clients are seen by practicum and internship students at the center on campus and at a number of satellite locations throughout the Chicago area in settings such as elementary and high schools, prisons, churches, transitional homes, and gerontological facilities. Clinical supervision is provided by members of the faculty.

The PSC provides a wide variety of outpatient services and educational programs designed to serve the needs of people and businesses in the greater Chicago area. Students under faculty supervision assist children, adolescents, adults, couples, families, and groups in dealing with personal issues, marital and family problems, depression and anxiety, stress, school adjustments, family conflict, couple distress, grief and loss, substance abuse, and other related personal or psychological issues. Clients come from a wide range of educational, ethnic, economic, and cultural backgrounds. Fees for services are based upon the client's ability to pay. Third party payments and MediCare are also accepted. Services are available Monday through Saturday from 8 a.m. until 9 p.m. Additional information may be obtained by calling (312) 201-5900, ext. 248.

Adler School of Professional Psychology



A special program for the hearing impaired, funded by the State of Illinois, is available for clients referred by the Department of Children and Family Services. The School also operates an Assessment Center where doctoral students administer psychological tests and conduct neurological assessment under faculty supervision.

### Day Care Center

The Adler School owns and operates a day care center for the benefit of students and the general public:

*Crossroads Campus*  
4201-07 West Main Street  
Skokie, Illinois 60076  
(708) 674-3333

Day care services are provided for more than 100 children from 6 weeks to 6 years of age. In addition, this center also provides a variety of educational and counseling services for families and serves as a field placement for interested students.

### Off-Campus Programs

A number of classes are offered from time to time at off-campus locations throughout the greater Chicago area. In addition, the Adler School of Professional Psychology has recognized for many years courses taken at other Adlerian institutes in partial fulfillment of requirements for a master's degree. At the time of this *Catalog's* publication, the School offers courses and programs in cooperation with the following institutions:

- *Adler School of Professional Psychology British Columbia* in Vancouver, British Columbia
- *Adler School of Professional Psychology Ontario* in Toronto, Ontario
- *Adler Graduate School of Psychology Montreal* in Montreal, Quebec
- *Alfred Adler Institute of Fort Wayne* in Fort Wayne, Indiana

For more information about the programs offered at these locations, contact the sites directly or call the Office of Admissions at the Adler School in Chicago.

Adler School of Professional Psychology

## Nondiscrimination Policy

The Adler School of Professional Psychology does not discriminate on the basis of race, sex, sexual orientation, creed, color, age, national origin, individual handicap, or veteran status in any aspect of services. The educational programs, activities, and services offered to students are administered on a nondiscriminatory basis subject to the provisions of all civil rights laws and statutes.

## Diversity

The Adler School is strongly committed to increasing racial, cultural, generational, and ethnic diversity among students, staff, and faculty. Its goal is to provide opportunities for everyone to learn and interact in an environment in which racial, cultural, and national heritage, and people of all ages are respected by others and acknowledged in all institutional events.

The recruitment and retention of a diverse student body is important in preparing students to enter a world in which understanding of racial and cultural diversity is essential for peace and progress.



## The School's Mission

The Adler School of Professional Psychology is an institution of higher education committed to advancing the philosophy and principles of Alfred Adler within the context of professional psychological practice. To this end, the School's mission is to provide quality professional education, psychological services, community services, and research and publications, anticipating and responding to the constant and changing needs of students, the profession of psychology, the community, and society.

The values that the Adler School holds as relevant to its mission include the following:

- The broad application of the philosophy, principles, and techniques of Individual Psychology in particular and psychology in general to mental health, medicine, education, business and industry, and other related areas of social need;

- The preparation of students who have the academic ability, capacity for independent judgment and creative thought, educational preparation, emotional stability, maturity, ethical standards, motivation, personal integrity, and human values for a life of professional competency and service to their families, communities, profession, and society;
- The inclusion of nontraditional learners, the returning student, the change-of-career student, women, and persons of minority heritage in its programs;
- The promotion of excellence in faculty, administration, staff, learning resources and facilities, and support services to foster the academic, research, social, cultural, and clinical interests of students and clients;
- The importance of quality in graduate-level education, clinical training, research, educational publications, and learning materials;
- The expansion of knowledge and enhancement of growth, skill development, and values through instruction, role-modeling, demonstration, publication, and community service for both lay and professional persons;
- The commitment to lifelong learning, personal and professional development, scholarship, and commitment to social interest, human equality, the worth and dignity of the individual, cooperation, and optimism as embodied in the philosophy of Adlerian psychology;
- The commitment to public service as an expression of social interest through educational programs, psychological services, consulting, and other activities which contribute to the mental, emotional, and social well-being of individuals, groups, and families;
- The encouragement of professional and civic service by faculty, staff, board members, students, and graduates;
- The development and distribution of educational materials unique to the field of Adlerian psychology and related areas for psychologists, counselors, parents, clergy, teachers, business, educational institutions, and other individuals and organizations.

## Organization & Governance

The Adler School of Professional Psychology is a private, independent, not-for-profit institution of higher education. The School is incorporated in and operates under the provisions of the State of Illinois General Not-For-Profit Corporation Act and is declared a 501(c)(3) tax exempt organization by the U.S. Department of the Treasury. Contributions are tax deductible to the full extent allowable by law.

## General Information

### Registration

Students may register for courses in person, by mail, or by FAX. Registration and tuition payment plan deadlines are published in each term's schedule. Students who register after the registration deadline will be charged a late registration fee. Registrations will not be accepted for students with delinquent accounts.

Any student registering for more than 15 credit hours in any term must have prior approval of the Dean of Students.

### Continuous Enrollment

Once enrolled, students are expected to remain registered in every term, except summer, until completing the program to which they have been admitted. Students who fail to register for two consecutive terms will be considered withdrawn from the program unless they have obtained an approved leave of absence or have withdrawn in good standing.

To remain in good standing, students can register for a maximum of four consecutive regular terms of continuous enrollment, after which they must enroll for additional credit or be subject to dismissal. Doctoral students who have not completed the dissertation and oral defense by the conclusion of this grace period will be dismissed from the program.

### Student Advisement

Upon being accepted into a program, each student is assigned a faculty advisor. The faculty advisor is available to help the student clarify educational and professional goals, discuss personal concerns, and assist the student in utilizing available opportunities at the Adler School to the fullest extent. Student advisement and mentoring is regarded as an important part of a faculty member's responsibility and the student's educational and clinical experience. To assist new students, the Admissions Department conducts mandatory Student Orientation sessions throughout the year. Administrators are available to assist with course scheduling to help ensure that each student will be able to meet all requirements for graduation; however, the final responsibility for meeting course and graduation requirements rests with the student.

## Student Organizations

To encourage and recognize the importance of student involvement, there are several student organizations at the School. Chief among them is the Adler School Student Association which plans functions of interest to students, maintains a student information center, and assists with graduation and formal ceremonial events. In addition, representatives of the Student Association serve on administrative and faculty committees, offering input and advisement regarding student concerns.

Other student organizations include the African American Student Association; the Latino Student Association; the International Student Association; the Gay and Lesbian Student Association; the Spirituality and Psychotherapy Student Association; Sigma Phi Omega, the Gerontology Honor Society; and the Adler School's Chapter of Psi Chi, The National Honor Society in Psychology. In addition, students serve on the Advisory Board of the Adler Center for Gender and Ethnocultural Studies. The student newsletter, *Apperceptions*, is published once each term.



## Class Meetings

The year-round instructional format consists of four 10-week terms. A wide range of courses are offered during both daytime and evening hours seven days a week. A comprehensive program of course offerings for commuting students is offered on Friday evening and all day on Saturday and Sunday using an alternating weekend format. In addition, a number of courses are offered in concentrated periods of several consecutive days each term during the week or on weekends. The flexible course schedule is designed to facilitate accessibility for the working student.

Classes are scheduled to meet once a week during the term for a total of seventy minutes of contact time each week for each credit hour awarded, or an equivalent length of time for weekend or other intensive short-term scheduling.

Even though many courses may be taken in the evening or on weekends, students should be aware that practicum and other School activities may require weekday commitments.

A student may not withdraw after the eighth week in a regular term or after the second class session of an intensive course without approval from the Dean of Students. If the student has not withdrawn officially prior to the withdrawal deadline, the course must be completed and the appropriate grade received.

An Add/Drop Fee is charged for withdrawal from each course after registration. Students who withdraw after the beginning of the term or who are dismissed for academic or disciplinary reasons receive refunds on a pro rata basis in accordance with the established refund policy. The official date of withdrawal is the date written notification is received by the Registrar. No tuition fee adjustments will be made in cases of unauthorized withdrawal.

### Student Evaluation

A traditional letter grade is given for most of the courses offered. A limited number of course offerings are evaluated on a passing/not passing basis. The grading system is as follows:

| Grade | Description                        | Grade Point |
|-------|------------------------------------|-------------|
| A     | Superior performance               | 4.0         |
| B+    | Above average performance          | 3.5         |
| B     | Average performance                | 3.0         |
| C+    | Below average performance          | 2.5         |
| C     | Marginal performance               | 2.0         |
| D     | Unsatisfactory performance         | 1.0         |
| F     | Failure                            | 0.0         |
| N     | Not Passing                        | 0.0         |
| X     | Administrative Withdrawal          | NA          |
| I     | Incomplete                         | NA          |
| IP    | In Progress                        | NA          |
| M     | Grade not available for processing | NA          |
| P     | Passing                            | NA          |
| R     | Audit/No Credit                    | NA          |
| W     | Withdrawal                         | NA          |

NA = Not Applicable

In addition to assigning a grade, instructors submit a written evaluation of a student's performance including strengths and weaknesses and recommendations of any additional work that may be needed. The determination of a student's performance is not limited to grades and grade point average, but includes all factors in the student's academic and clinical progress and professional development. The School requires that students demonstrate the highest standards of academic, personal, and professional conduct.

### Cancellation of Courses

The School reserves the right to cancel any course due to low student enrollment, unavailability of an instructor, or other such factors. When this occurs, an attempt will be made to notify students before the first class meeting. In this instance, students will be given the option of adding another class without an Add/Drop fee or receiving a full tuition refund.

### Course Changes

To add or drop a course, the student must submit the required Add/Drop form to the Registrar and pay the required fee. A fee is charged for each course dropped and each course added. Students will be permitted to add a course prior to the first class session. Enrollment is not permitted after a course begins.

### Class Attendance

Each student is responsible for maintaining regular and punctual attendance at each class meeting. A student whose absences seriously affect the quality of work in the class may be given a failing grade or be administratively withdrawn.

Special consideration may be made in the case of illness, required religious observance, and other instances deemed justifiable by the instructor. Each faculty member will inform students of expected attendance.



### Course Withdrawal Procedure

All notices of withdrawal from courses must be submitted in writing to the Registrar. Failure to do so will result in the student no longer being in good standing. Simply ceasing to attend classes or notifying the instructor does not constitute an authorized official withdrawal. A student who fails to withdraw officially will receive a grade of "N" (Not Passing) for the course.

If a student drops a course after the first class session, a grade of "W" (Withdrawal) will appear on the transcript. No notation is made on the transcript if a course is dropped before the first class session.

Because the School has a responsibility to students, the general public, and the profession for clinical competency, students are also evaluated in their practicum and internship by supervisors and faculty. A student not performing satisfactorily during these experiences is subject to disciplinary action including dismissal from the School.

- **In Progress**

A temporary grade of "IP" (In Progress) is given to students who are engaged in practicum, field experiences, independent study, or other courses in which completion of work may exceed the end of the term. The "IP" will be removed from the transcript when the final grade has been posted.

- **Incomplete**

An Incomplete ("I") grade will be granted only in exceptional situations when, through no fault of the student, requirements for a course cannot be completed in the normal time allowed. An Incomplete grade is allowed only with prior written consent of the instructor and indicates that the student has presented a satisfactory reason.

At the time an Incomplete is assigned, the instructor must file with the Registrar a signed Incomplete Agreement that states what the student must do to satisfy the course requirements, including the instructor's grading criteria and the agreed-upon completion date. Notation of the "I" grade remains permanently on the transcript.

The maximum time limit for finishing incomplete work is the end of the following term. If the course work is not successfully completed within the established time limit, the "I" grade will be changed automatically to an "N" (Not Passing). A student in receipt of an "N" grade will not be allowed to register for subsequent terms and will be referred to the Faculty Committee on Academic Standing for evaluation. Receipt of more than one "I" grade may preclude the student from enrolling in subsequent terms.

- **Passing/Not Passing**

A grade of "p" (Passing) is assigned upon satisfactory completion of practicum requirements and in a limited number of regular course offerings. A grade of "N" (Not Passing) is assigned based upon unsatisfactory performance in practicum or for a course offered on a passing/not passing basis. Grades of "p" are not used in calculating the grade point average; however, grades of "N" are used in calculating the grade point average.

- **Audit**

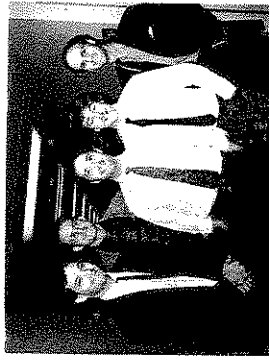
Students who are registered officially as auditors will receive a designation of "R" on their transcript upon completion of the course, which signifies neither credit nor a grade. A course taken as an audit cannot be changed to credit at a later time.

## Academic Standards

To be in good academic standing, students must maintain at least a "B" (3.0) grade point average. A student who fails to maintain at least a "B" average or who has received two grades of "C", "C+", or "I" or one grade of "N", "D", "X", or "F" will not be in good academic standing and will be referred to the Faculty Committee on Academic Standing. The Committee will conduct a review and may recommend disciplinary action including academic probation, a remedial plan of action, or dismissal from the School.

No more than six credit hours for which a grade of "C+" or lower has been earned may be repeated; all grades of "N", "D", and "F" must be repeated. A grade of "B" or higher must be obtained for all repeated courses. A course may be repeated only once. Both the original course grade and the repeated course grade will be calculated in the overall GPA. Receipt of more than six credit hours of "C+" grades or lower will result in dismissal.

Once a grade has been recorded on the student transcript, additional work cannot be submitted to change the grade. Change of a grade can be made only as a result of repeating a course and earning a higher grade, or as a result of filing a student petition with the Dean of Students who will conduct a review and make a final determination.



## Satisfactory Progress

Students are expected to maintain at least a cumulative "B" (3.0) grade point average to be in good academic standing, to participate in practica, to receive financial aid, and to graduate.

In addition, students admitted to a master's or certificate program must complete a minimum of twelve (12) credit hours every twelve months and satisfactorily complete all of the requirements for graduation within

## Transcripts

Transcripts must be requested in writing from the Registrar. Verbal requests, whether made in person or by telephone, will not be honored. A student must be in good standing and have no outstanding obligations or debts to the School before an official transcript will be issued. Transcripts will not be released or sent except upon signed request of the student and receipt of the required transcript fee. An official transcript is one bearing the Adler School seal and sent directly from the Office of the Registrar. All other transcripts are unofficial.

## Confidentiality of Records

The Adler School complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) in maintaining and releasing personally identifiable information and records for currently enrolled or former students. The Registrar maintains official student records. A current or former student may, upon request, inspect those records after making an appointment with the Dean of Students.

Generally, directory information pertaining to students or graduates will be released to the public. This information could include some or all of the following data: name, address, telephone listing, field of study, date and place of birth, dates of attendance, degrees and awards received, most recent previous school attended, postgraduate employer and job title, participation in officially recognized activities, and recognition of honors received. If any or all of this information should not be released, the student must inform the administration in writing.

School policy prohibits giving out information over the telephone, including requests for student and faculty home telephone numbers, home addresses, transcripts, or grades. Disclosure of any student's record to persons or agencies who are not associated with the School requires the student's written consent. Original copies of records or letters of recommendation submitted for admission to the School will not be released nor will copies be made of such records for purposes of transfer.

## Student Responsibility

Each student is responsible for knowledge of and adherence to all regulations and program requirements published in this *Catalog*, in various Handbooks, and other official notices posted or sent. Each student is responsible for knowing course prerequisites and for enrolling in appropriate courses.

The general policy of the School is to permit students to satisfy the requirements for graduation which were in effect at the time of their initial enrollment, provided they have remained in good standing and have been making satisfactory progress in pursuit of a degree or certificate.

five years of the date of first registration following admission to the School. Doctoral students must complete at least fifteen (15) credit hours every twelve months and satisfactorily complete all requirements for graduation within ten years from the date of first registration following admission to the School. Students who do not maintain satisfactory progress are subject to dismissal from the School.

## Transfer of Credit Policy

A student accepted for admission may be granted transfer of credit for graduate level courses previously taken at another accredited institution. A maximum of six (6) credit hours may be transferred into a master's or certificate program, and a maximum of thirty-six (36) credit hours may be transferred into the Psy.D. program. Only in unusual circumstances may a student petition for recognition of transfer of credit exceeding the maximum allowed.

The determination of acceptable transfer credit is made only after the student has been accepted to a degree or certificate program. Only courses with grades of "B" or better that are equivalent to required Adler School courses will be considered. Transfer of credit for a course(s) that has been counted towards a previously awarded degree at the same level from another college or university will not be recognized. Transfer of credits from another college or university to fulfill elective requirements is not permitted. Course work taken more than five years prior to enrollment may not be acceptable and will be evaluated on a course-by-course basis. Credit hours recognized for transfer credit are based on Adler School credits. Transfer of Credit Forms are available from the Registrar's Office.

## Course Waiver

Students who can demonstrate that they have completed a graduate course substantially equivalent to a required Adler School course may request that the required course be waived. Zero credit is granted for waived courses and does not reduce the total number of credit hours that must be completed at the School. Waiver of a required course permits students to substitute an appropriate elective course for the waived course.





## Student Conduct

All students have a responsibility to maintain the integrity of the Adler School and to meet the highest standards of personal, academic, and professional conduct. Students are expected to fulfill academic and clinical requirements in an ethical and honest manner. This expectation includes the use and proper acknowledgment of the ideas and written works of others, submission of one's own work to fulfill course requirements, and honesty during the completion of in-class or take-home examinations. Failure to comply with the standards of conduct indicated above, including plagiarism as well as receiving improper assistance, will result in disciplinary action, and may lead to dismissal from the School.



A student also may be subject to disciplinary action, including dismissal from the School when excessive course withdrawals or class absences interfere with fulfillment of course requirements, the student's behavior has been disruptive or is detrimental to the learning environment, the student's physical or mental health interferes with course work or clinical training, or the student's conduct has been judged to be in violation of professional or ethical standards.

Students are expected to refrain from engaging in clinical activities which are unethical or unlawful, those for which they are not qualified, or those for which they lack the required credentials. Students shall not maintain a private practice nor engage in rendering psychological services on either a fee or not-for-fee basis unless they are legally and professionally qualified to do so. The phrase "psychological services" is broadly defined to include psychometrics, psychotherapy, counseling, guidance, hypnosis, research, or other related activities.

All Adler School students must report, in writing, the nature of their clinical activities on each term's Registration Form. A student who is engaged in activities which are unlawful or unethical, or for which he or she is not qualified or lacks appropriate clinical supervision is subject to dismissal from the School.

The School reserves the right to take disciplinary action such as suspension, placement on probation, or dismissal at any time when a student's academic or clinical performance, ethical standards, class absence, financial delinquency, mental health, or personal conduct is significantly detrimental to the educational goals and purposes of the institution.

## Student Grievance

All students of the School are entitled to enjoy and exercise, without penalty, the rights of citizenship. The Student Grievance Procedure is to be followed when resolving all problems or complaints that cannot be dealt with through normal administrative channels. The purpose of this procedure is to provide individuals with a fair and systematic method of resolving School-related problems or complaints that directly and adversely affect the grievant in his/her capacity with the School. No reprisal of any kind will be taken by the Board, an administrator, or any employee of the School against any person bringing a grievance under this procedure.

For guidelines and detailed information about student grievance policies, students should refer to the School publication *Policies & Procedures Regarding Student Grievance Procedures* which may be obtained from the Dean of Students.

## Leave of Absence

A student may request a Leave of Absence due to illness or other extenuating circumstances by submitting a letter to the Dean of Students. Upon review of the written request explaining the necessity of the leave, the Dean may grant a Leave of Absence for a period not to exceed two terms. Receipt of a Leave of Absence does not extend the deadline for completion of course work or other course requirements. During an approved Leave of Absence, students are required to pay a Continuous Enrollment Fee.

## Withdrawal in Good Standing

To withdraw from the School in good standing, a student must submit a letter of request to the Dean of Students, be in good academic standing at the time of withdrawal, have completed all course and clinical requirements, have made full payment of all outstanding tuition and fees, and not be subject to any pending ethical or academic violations. A student who has received approval to withdraw in good standing may request permission to return to the School within one calendar year from the date of withdrawal. A student who fails to return within this time period must reapply for admission as a new applicant.



## Sexual Harassment

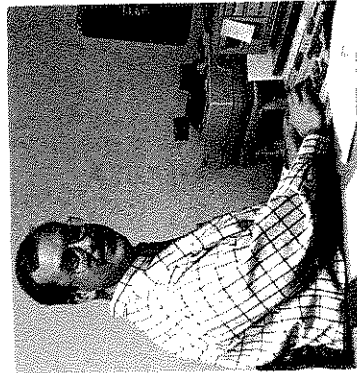
It is the policy of the Adler School to provide an environment that seeks to ensure that no student, client, administrator, faculty member, employee, or other person associated with the School shall be subject to sexual harassment or be subject to restraint, interference, coercion, or reprisal for action taken in good faith to seek advice concerning a sexual harassment matter, to file a sexual harassment complaint, or to serve as a witness or panel member in the investigation of a sexual harassment complaint. All members of the School community are responsible for ensuring that their conduct does not harass any other member of the School community or persons associated with the School.

The basic integrity of the School community is threatened whenever any individual intimidates another by making unwelcome sexual advances or by demanding sexual favors. Sexual harassment will not be tolerated. Prompt and appropriate action will be taken to prevent, correct, and, if necessary, initiate disciplinary measures, for violations of this policy. Disciplinary measures may include, but are not limited to, written warning, suspension, probation, rehabilitation, or dismissal from the School. This policy applies to sexual harassment by any member of one sex against a member of the other or the same sex at all levels of the School community (e.g., supervisor-subordinate, faculty-student, therapist-client, peer-peer) on School premises or at any other location where School-related activities are being conducted.

For guidelines and detailed information about sexual harassment policies, students should refer to the School publication *Policies & Procedures Regarding Sexual Harassment* which may be obtained from the Dean of Students.

## Consensual & Dual Relationships

The Adler School's educational mission is promoted by professionalism in an atmosphere of mutual trust and respect. Academic institutions are expected to live by the highest possible ethical and moral standards. Actions of members of the Adler community that harm this atmosphere undermine professionalism and hinder fulfillment of the School's educational mission.



Adler School policies preclude individuals from evaluating the work or academic performance of others with whom they have a dual relationship and from making hiring, salary, or similar financial decisions concerning such persons.

Consenting romantic/sexual relationships and dual relationships including those between faculty and student, student and client, or between supervisor and employee, are viewed as unacceptable by the School. Prompt and appropriate action will be taken to prevent, correct, and, if necessary, initiate disciplinary measures for violations of this policy. Disciplinary measures may include, but are not limited to, written warning, suspension, probation, rehabilitation, or dismissal from the School.

Guidelines about consensual and dual relationship policies, are described in the School publication *Policies & Procedures Regarding Consensual and Dual Relationships* which may be obtained from the Dean of Students.



## Drug-Free School Program

In compliance with The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, the Adler School of Professional Psychology has implemented the Drug-Free School Program under which the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees is prohibited on School premises or as part of any School-sponsored event. Students, faculty, and staff who violate local, state, and/or Federal law may be subject to criminal prosecution and Adler School disciplinary actions up to and including dismissal from the School. Additional information is available from the Office of Admissions or Registrar's Office.

## Fall Commencement

Degrees and certificates are awarded upon successful completion of program requirements and are formally conferred at the annual Fall Commencement. Students are responsible for completion of all requirements and payment of all tuition and fees by established deadlines in order to graduate. Students nearing completion of all requirements must notify the Dean of Students by August 1 of the year in which they



intend to graduate. All graduating students are expected to participate in the Commencement exercises.

Students who complete all requirements for a degree or certificate by August 31 will be eligible to participate in Commencement. Students who do not meet the graduation deadline will be included as candidates the following year. In such cases, students may request that a degree or certificate completion statement be authorized by the Provost and put on their transcripts by the Registrar's Office.



An authorized completion statement is an interim procedure which is used until the degree or certificate can be awarded and signifies that students may use the credentials earned.

## Admissions Policies & Procedures

### Minimum Admission Requirements

The Adler School of Professional Psychology seeks to admit individuals who will contribute to a diverse student body representing a wide range of professional interests, ethnic and racial backgrounds, varied academic and work histories, and broad geographic exposure. Affirming the equality of all people, the School offers equal opportunity and access for everyone regardless of race, national origin, sex, age, sexual orientation, or handicap.

All applicants for admission to the offered graduate-level certificate and degree programs must have at least a baccalaureate degree from a college or university which is regionally accredited by a nationally recognized accrediting agency or an equivalent academic degree from a foreign college or university. In addition, all applicants must fulfill the minimum admission requirements for the program of their choice as detailed in the program descriptions presented in this *Catalog*. An applicant nearing completion of a baccalaureate degree may apply for early admission contingent upon successful completion of the undergraduate degree. Applicants should be aware that possession of the minimum requirements does not ensure admission.

### Application Procedures

- *Preliminary Application*

All applicants begin the admission process by submitting a completed Preliminary Application Form, a typed 500-word autobiographical essay, and copies of transcripts from all prior undergraduate and graduate schools attended. For the Preliminary Application, photocopies of transcripts are sufficient; however, official transcripts will be required later for the Formal Application process. Non-English transcripts must be translated into English by a University official or by a professional translation service. When all required materials have been received, the Preliminary Application material is reviewed by the Admissions Committee, and applicants are notified in writing of the preliminary admission decision (please allow thirty days for review).

### • *Formal Application*

Applicants who pass the Preliminary Application stage are then invited to submit a completed Formal Application along with a nonrefundable \$50.00 (U.S.) application fee. Three letters of recommendation should be sent directly to the Adler School using the forms provided. If unofficial transcripts were submitted with the Preliminary Application, official transcripts should now be sent directly to the Adler School from all previously attended undergraduate and graduate institutions.

When all materials required for the Formal Application have been received, the applicant's completed file will be reviewed and arrangements will be made for an admission interview as required. All applicants for the Doctoral program are required to be interviewed in person in Chicago before a final admissions decision is made. Normally, applicants for master's or certificate programs will be interviewed either in Chicago or at another convenient location.

### • *Evaluation of Applicants*

Applicants are evaluated on the basis of past academic performance; GRE and other standardized scores, if submitted; the quality of content, writing style, and presentation of autobiographical essays; letters of recommendation; personal and professional presentation in interviews; prior work or volunteer experience, research activities, knowledge of psychology and participation in workshops or conferences in psychology or a related field; and the intellectual ability, academic potential, emotional stability, maturity, integrity, motivation, and ethical standards necessary for successful program completion and acceptance into the professional community. It is also expected that the applicant will be free of personal traits which would interfere with effective professional functioning.

Following completion of the admissions process, the applicant will be notified of the admission decision in writing, including any conditions which must be satisfied prior to or following enrollment. In accordance with the common practice of academic institutions, reasons for denying admission will not be discussed with the applicant. The decision of the School is final and is not subject to appeal.



### • *Full Standing or Provisional Admission*

An applicant who has met all admissions criteria will be considered for admission with full standing. Applicants who do not meet the requirements for full admission may be considered for provisional admission if they demonstrate exceptional motivation and a willingness to comply with additional conditions specified by the Admissions Committee.

Students admitted on a provisional basis will be monitored each term until full admission has been granted. The change to full admission status will be noted on the student's transcript, and the student will be notified in writing. Students who do not satisfy the conditions set forth to achieve full admission will not be allowed to continue in the program.

### • *Acceptance of Admission*

Applicants who are offered admission to an Adler School program have thirty days to either accept or decline the offer. Those who accept must return a signed statement of acceptance along with a \$200 nonrefundable tuition deposit which will be credited toward payment of the first term's tuition and fees. An applicant for admission may receive a refund of the tuition deposit if a letter requesting cancellation is received within five working days after their statement of acceptance is received by the School. Otherwise, admitted applicants who choose not to enroll shall forfeit their deposit.

If a statement of acceptance is not received from the applicant within thirty days, the offer of admission will no longer be valid, and the applicant's file will be inactivated. Applicants who do not matriculate into a degree or certificate program do not have the right of access to their admission files.

## Immunization Requirement

The Illinois Department of Public Health requires students attending a post-secondary school in Illinois to submit proof of immunization or to provide evidence of exemption from the requirement prior to enrollment. The requirement applies to people who were born on or after January 1, 1957, and are taking five or more credit hours per term at the Chicago campus.

## Application Deadlines

The Adler School employs a revolving admissions process. Applications are accepted at any time during the year, and admitted students may begin taking classes in any subsequent term. Applicants are strongly encouraged to begin the preliminary application process at least six months before they plan to begin taking classes at the Adler School.

Applicants seeking admission to the Psy.D. program for the Fall term should submit all of the required Preliminary and Formal Application materials by January 1 in order for interviews to be scheduled and notification of acceptance to be completed by April 1. Those who are admitted must then notify the Admissions Department by April 15 of their intent to matriculate. Space permitting, applications submitted after the deadline will be accepted subject to the Council of Graduate Departments of Psychology (COGDOP) criteria which state that any acceptance given or left in force after April 15 commits the student not to solicit or accept from the Adler School without first obtaining a written release from the institution to which a commitment has already been made. The January 1 deadline does not apply to certificate and master's level programs.



## International Students

The Adler School of Professional Psychology is approved by the U.S. Immigration and Naturalization Service (USINS) to accept foreign and non-immigrant students. All correspondence, admission material, and all foreign academic records must be professionally translated into English showing all levels of education and grades earned. The translations and original transcripts must be submitted directly to the Office of Admissions.

Any applicant who has not been residing in the U.S. or an English-speaking country for at least four years must submit scores from the Test of English as a Foreign Language (TOEFL). Scores should be sent directly to the School by the testing service. The Adler School's code number for receiving test scores is 1147. Applicants should have a minimum TOEFL score of 550. Students who do not have sufficient skills in written and spoken English may be required to improve their English proficiency before the admission process can be completed.

Applicants educated outside of the United States should contact the Office of Admissions as early as possible to obtain additional forms that may be required. In addition to the criteria presented above, applicants must secure necessary approvals and submit a financial affidavit from a parent or other financially responsible person guaranteeing full financial support of the applicant while attending the Adler School.

Students admitted to the United States on student visas should not plan on securing employment to pay their expenses. Immigration laws strictly forbid students to support themselves by employment except in special cases. Even in such cases, permission to work must be obtained from the School and the Immigration and Naturalization Service.

## Changing or Adding Programs

Students who wish to change from one Adler degree program to another or who plan to pursue a certificate in a specialized area of study in addition to a degree must request permission to do so. A written request should be submitted to the Admissions department. Students must satisfy all admissions requirements for that particular degree or certificate program in force at the time of application. No additional application or certificate fees are required. Acceptance into and/or successful completion of one degree or certificate program neither constitutes nor guarantees admission to another program. The student will be notified of the decision regarding his/her new admission status.

Students currently enrolled in an Adler School master's program must complete at least thirty credit hours of graded course work and be actively engaged in a practicum, if applicable, before applying for admission to the Psy.D. program. If an applicant is admitted to the Psy.D. program, admission will be contingent upon successful completion of the master's program.

## Readmission

An applicant who has been accepted for admission but who fails to take a course within one year or a previously enrolled student who does not register for courses for a period of one year must apply for readmission and meet the requirements in force at the time of the new application. This also applies to students who fail to return upon expiration of an approved leave of absence.

A student who has been denied admission, dismissed for ethical or academic reasons, or administratively withdrawn may apply for re-admission after one calendar year. A student who has been denied admission or dismissed may reapply only once. A student who withdraws while in good standing may reapply at any time. Such readmissions will be evaluated on a case-by-case basis.

## Special Student Status

A limited number of qualified individuals are allowed, as space permits, to take a limited number of courses. Such individuals generally are expected to meet the minimum eligibility for admission. Most people in this category either are planning to apply for admission to a degree or certificate program at the Adler School, are graduate students from other colleges and universities, or are professionals interested in pursuing a specialized area of interest as a non-degree-seeking student.

- **Student-at-Large**

Individuals who are unsure about seeking admission to pursue a degree or certificate may take a maximum of nine (9) credit hours of courses as students-at-large as long as they meet the minimum eligibility for admission. Persons interested in registering as a student-at-large must complete the Preliminary Application process including payment of a \$50.00 nonrefundable fee prior to taking courses. Applicants who later seek admission to a degree or certificate program will not be required to pay an additional fee for the regular application. Students-at-large are not eligible for Financial Aid.

Students-at-large must meet all course prerequisites and all other requirements for courses taken and will be allowed to register at the discretion of the Dean of Students. Appropriate courses taken for credit usually will apply toward completion of program requirements for students-at-large who are admitted at a later date; however, successful completion of student-at-large course work does not guarantee admission to a degree or certificate program. An applicant who has been denied admission will not be permitted to enroll or continue as a student-at-large.

Because students-at-large are limited to a total of nine (9) credit hours of courses, persons who plan to pursue a degree or certificate program should apply for admission at the earliest opportunity. Students-at-large who have completed nine credit hours of courses will not be permitted to register for additional courses until they have been admitted to a degree or certificate program.

- **Non-Degree-Seeking Student**

Qualified graduate students and mental health professionals who would like to take courses for the purpose of continuing education or professional enrichment may take courses as non-degree-seeking students as long as they meet the minimum eligibility for admission. Courses taken as a non-degree-seeking student will not apply toward completion of program requirements for individuals who are admitted to a degree or certificate program at a later date. A maximum of 24 credit hours may be earned as a non-degree-seeking student.

Non-degree-seeking students must meet all course prerequisites and all other requirements for courses taken and will be allowed to register at the discretion of the Dean of Students. An applicant who has been denied admission to a graduate program will not be permitted to enroll as a non-degree-seeking student.

Persons interested in registering as non-degree-seeking students must submit an application for non-degree-seeking student status along with a photocopy or official copy of a transcript showing conferral of a baccalaureate or graduate degree. Non-degree-seeking students are not eligible for financial aid.

## Tuition & Fees

### Tuition & Fee Schedule

Tuition and fees are listed on the enclosed insert entitled **Tuition & Fee Schedule**. Tuition and fees are established by the Board of Trustees and are reviewed periodically. Payment of tuition and fees may be by check or money order made payable to the Adler School of Professional Psychology. The School also accepts Visa, MasterCard, Discover, and American Express credit cards. Remittance must be made in U.S. dollars.

### Payment Schedule

Tuition and fees are due and payable in full on the first day of each term. A student unable to pay in full at the beginning of a term may participate in the Deferred Payment Plan by making three equal payments commencing with the first day of the term and each subsequent 30-day period. The payment due dates are listed in each term's course schedule along with the per credit hour fee that is charged for using the deferred payment plan. Payments made to the School are applied first against any previously existing balance, then to current charges.

Students are responsible for all tuition, cost of texts, and fees at the time due regardless of pending receipt of student loans, employer reimbursement, or other such considerations unless other financial arrangements have been made. Students who have approved govern-

ment loans or other forms of student financial assistance that are expected to cover the full costs of tuition and fees, but who are unable to meet the payment schedule will be assessed a Late Payment Fee. This policy also applies to students participating in employer reimbursement programs. Unpaid student account balances at the end of each term will be subject to a 1.5 percent per month penalty.

A student whose financial account is delinquent is not in good standing and will not be permitted to register for subsequent terms, begin a practicum or internship, obtain transcripts, or graduate until all outstanding balances are paid in full.



## Senior Citizen Discount

Senior citizens age 65 or older pay one-half the usual rate for tuition and fees.

## Tuition Refunds

A student who has withdrawn officially from the School or specific courses is entitled to a tuition refund to be paid within 30 days of written notification of withdrawal. Refunds will be based upon the total charge incurred rather than the amount paid by the student.

The percentage of tuition refunded, excluding the nonrefundable tuition deposit and all other fees, is determined in accordance with the following schedule:

### Ten Week Term Refund Schedule\*

|   |      |
|---|------|
| Before the first session of the course  | 100% |
| Before the second session of the course | 90%  |
| Before the third session of the course  | 80%  |
| Before the fourth session of the course | 60%  |
| Before the fifth session of the course  | 40%  |
| After the fifth session of the course   | 0%   |

The Dean of Students may authorize a refund of part or all tuition and fees because of a student's death, disability, extreme hardship, institutional error, or other unusual circumstance.

\* Note: For intensive or weekend courses, refunds will be made on a prorated basis in accordance with the above. Students who receive veteran benefits will follow the regulation under Title 38, Sections 1651 and 1701 of the Veterans Approval Agency.

## Financial Aid

### General Information

The Adler School of Professional Psychology is approved by the U.S. Department of Education to participate in the Federal Family Education Loan Program. Low interest loans are available to qualified students who are enrolled for five or more credit hours in each term for which a loan is taken. To be eligible for financial aid, a student must:

1. Be enrolled or accepted for enrollment in an eligible degree or certificate program.
  2. Be a citizen, national, or permanent resident of the United States; permanent resident of the Trust Territory of the Pacific Islands; or a citizen of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau.
  3. Register for a course load of at least five credit hours in each academic term covered by the loan period, maintain a minimum cumulative GPA of 3.0 ("B"), and be in good academic standing. Failure to comply with these requirements will result in the student being placed on Financial Aid Probation for the following loan period.
  4. Not be in default on any Title IV Loans including Perkins (National Direct Student) Loans, Nursing Student Loans, Federal Family Education Loans (Stafford/GSL Loans, Supplemental Loans, PLUS Loans) or owe a repayment on any Title IV Pell Grant or Supplemental Educational Opportunity Grant (SEOG) received.
  5. File all required financial aid forms and supporting documentation with the Adler School Office of Financial Aid by the deadline dates listed in the *Student Loan Information Booklet*.
  6. Provide true and correct information on all application materials.
- Loan repayment normally begins 30 days to six months after a student graduates or ceases enrollment in classes. A student is responsible for all tuition and fees at the time they are due regardless of loan arrangements. For details, students should refer to the *Student Loan Information Booklet* available from the Office of Financial Aid.

## Financial Aid Probation

A financial aid recipient who fails to meet the above requirements during any loan period will be placed on financial aid probation for the following loan period. A financial aid recipient who fails to resume satisfactory progress by the end of a probationary period will not be eligible to receive financial aid during subsequent terms until all requirements have been satisfied.

## Length of Eligibility

Financial aid recipients enrolled in a certificate or master's program have a maximum period of eligibility of five years to complete their program and remain eligible for continued financial aid.

Financial aid recipients enrolled in the doctoral program have a maximum period of eligibility of 10 years to complete their program and remain eligible for continued financial aid.

## Work Study

Students who are receiving Federal Loans and can demonstrate additional financial need may apply for part-time employment under the Federal Work Study (FWS) program. A limited number of Federal work study positions are available. For more information, contact the Office of Financial Aid.

## Scholarships

The School offers a variety of scholarships to Adler students based on financial need, academic achievement, and availability of funds. Additional information and applications for scholarships are available from the Office of Financial Aid.

# Master of Arts & Professional Certificate Programs

## M.A. in Classroom Psychology

The Master of Arts in Classroom Psychology is designed to enhance the skills of individuals dedicated to the art of teaching and for those whose commitment is to become master teachers. A master teacher understands the importance of individual differences and has the skills to educate students in a way which promotes the realization of individual potential. This program exemplifies the teachings of the School's founder, Rudolf Dreikurs, in its emphasis on understanding the whole child.

The curriculum focuses on the human side of teaching and on practical applications in the classroom but is based upon psychological theory and research. Courses are taught by individuals who are themselves recognized as master teachers.

This program recognizes the increasing demands on educators and provides the knowledge base necessary to ensure that teachers can meet the challenges of the classroom. Teachers at all levels of education from preschool through high school are encouraged to enroll in courses for professional development as non-degree-seeking students or to apply for admission to the M.A. program.

### • Minimum Admission Requirements

Applicants to this program must have:

- An earned baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of six semester credit hours in psychology with grades of "B" or better. These courses should include a general psychology course.

A personal interview is required for all applicants.

### • Course Requirements

|   |                                 |
|---|---------------------------------|
| 001 Student Orientation                             | 0 cr                            |
| 351 Classroom Management & Cooperative Discipline   | 3 cr                            |
| 352 Systematic Training for Effective Teaching/STET | 4 cr                            |
| 353 Personal Leadership Styles in the Classroom     | 3 cr                            |
| 355 Kids in Crisis                                  | 2 cr                            |
| 356 Cultural & Gender Differences in the Classroom  | 2 cr                            |
| 358 Learning Styles & Educational Impairments       | 2 cr                            |
| 359 Building Self-Esteem: A Blueprint for Teachers  | 2 cr                            |
| 360 Teacher Survival Skills                         | 2 cr                            |
| 362 Psychoeducational Assessment                    | 2 cr                            |
| 365 Child & Adolescent Disorders                    | 3 cr                            |
| 401 Principles of Adlerian Psychology               | 3 cr                            |
| 411 Psychometric Methods                            | 2 cr                            |
| 431 Group Leadership Training                       | 1 cr                            |
| 498 Research Seminar                                | 2 cr                            |
| 625 Life Span I                                     | 3 cr                            |
| 632 Cognitive-Affective Bases of Behavior Electives | 3 cr                            |
|   | 9 cr                            |
|   | <b>Total Credit Hours 48 cr</b> |

- Illinois educators currently teaching or holding a valid teaching certificate are eligible for a one-half tuition waiver for 350 level courses in the Master of Arts in Classroom Psychology program.

### • Graduation Requirements

To be recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Classroom Psychology, a student must have met all of the following criteria:

1. Satisfactory completion of 48 credit hours, including all required courses.
2. A cumulative grade point average of 3.0 or higher and no more than two grades of "C" or "C+."
3. Full payment of all outstanding tuition and fees.
4. Successful completion of the M.A. Comprehensive Examination.\*

\* The Comprehensive Examination is taken after the student has completed all required courses for the M.A. in Classroom Psychology. The Examination consists of both an oral examination and completion of a written essay, approximately one hour each in duration. Both components are designed to assess the student's ability to assimilate and integrate the knowledge and clinical competencies gained. The Comprehensive Examination is conducted on a pass/fail basis. A student who fails to pass on the second attempt is subject to dismissal from the School.

## M.A. in Counseling Psychology

The Master of Arts in Counseling Psychology was established in 1975 and is the School's oldest degree program. The program is designed to provide a combination of didactic knowledge, skill training, and supervised clinical experience with an emphasis on Adlerian Psychology. This broad-based program prepares students for entry-level professional work in a variety of human service agencies and organizations in the public or private sector. This general psychology program also provides a foundation for those who plan to pursue the Doctor of Psychology (Psy.D.) degree. A number of graduates have obtained licensure at the master's degree level.

### • Minimum Admission Requirements

Applicants to this program must have:

- An earned baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve semester credit hours in psychology with grades of "B" or better. These courses should include general or introductory psychology and abnormal psychology.

A personal interview is required for all applicants.

### • Course Requirements

|   |                                 |
|---|---------------------------------|
| 001 Student Orientation   | 0 cr                            |
| 401 Principles of Adlerian Psychology                           | 3 cr                            |
| 411 Psychometric Methods  | 2 cr                            |
| 415 Theories of Personality                                     | 2 cr                            |
| 431 Group Leadership Training                                   | 1 cr                            |
| 471 Continuing Case Seminar                                     | 2 cr                            |
| 498 Research Seminar  | 2 cr                            |
| 502 Small Group Supervision I                                   | 1 cr                            |
| 503 Small Group Supervision II                                  | 1 cr                            |
| 504 Small Group Supervision III                                 | 1 cr                            |
| 505 Professional Issues & Ethics                                | 3 cr                            |
| 506 Practicum I (200 hours)                                     | 2 cr                            |
| 507 Practicum II (200 hours)                                    | 2 cr                            |
| 511 Clinical Assessment & Interviewing                          | 3 cr                            |
| 515 Introduction to Life Style Diagnosis                        | 2 cr                            |
| 521 Introduction to Psychotherapy                               | 2 cr                            |
| 522 Adlerian Approaches to Psychotherapy                        | 2 cr                            |
| 535 Psychodynamics of Psychopathology I: Adlerian               | 3 cr                            |
| 536 Professional Development: An Experiential Course            | 2 cr                            |
| 645 Psychopathology: Anxiety Based & Personality Disorders      | 3 cr                            |
| 646 Psychopathology: Psychotic & Depressive Disorders Electives | 3 cr                            |
|   | 11 cr                           |
|   | <b>Total Credit Hours 53 cr</b> |



### • Graduation Requirements

To be recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology, a student must have met all of the following criteria:

1. Satisfactory completion of 53 credit hours, including all required courses.\*
2. Satisfactory completion of 400 hours of practicum.\*
3. A cumulative grade point average of 3.0 or higher and no more than two grades of "C" or "C+."
4. Full payment of all outstanding tuition and fees.
5. Successful completion of the M.A. Comprehensive Examination.\*\*

\* **Effective for students admitted after the Summer 1996 Term:** Course 508, Practicum III (2 credit hours, 200 contact hours), and 55 total credit hours will be required to complete the Master of Arts in Counseling Psychology.

\*\* The Comprehensive Examination is taken after the student has completed all required courses for the M.A. in Counseling Psychology. The Examination consists of both an oral examination and completion of a written essay, approximately one hour each in duration. Both components are designed to assess the student's ability to assimilate and integrate the knowledge and clinical competencies gained. The Comprehensive Examination is conducted on a pass/fail basis. A student who fails to pass on the second attempt is subject to dismissal from the School.

### M.A. in Counseling Psychology: Art Therapy

Students have an opportunity to pursue either an M.A. in Counseling Psychology: Art Therapy or a Certificate in Art Therapy. These programs combine the fields of art and Adlerian Psychology. Both the M.A. and Certificate programs are designed to meet the education requirements of the American Art Therapy Association for the student who wishes to become a Registered Art Therapist (A.T.R.). In addition to fulfilling the requirements at the Adler School, an additional 2,000 paid hours of supervised, direct client contact using art therapy must be obtained in order to become a Registered Art Therapist. One thousand (1,000) experience hours must be A.T.R. supervised. One thousand (1,000) experience hours may be supervised by another licensed or credentialed professional. For current requirements, students should contact the American Art Therapy Association directly.

Art therapists work in a wide variety of clinical and educational institutions which include hospitals, schools, wellness centers, children's agencies, correctional facilities, and geriatric settings.

The Master of Arts in Counseling Psychology: Art Therapy combines the theory and techniques of Adlerian Psychology with education and professional training in the field of art therapy. The program requires 53 credit hours including a 700-hour practicum under the supervision of a Registered Art Therapist.

#### • Minimum Admission Requirements

Applicants to this program must have:

- An earned baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve semester credit hours in psychology with grades of "B" or better. These courses should include general or introductory psychology and abnormal psychology.
- Fifteen (15) semester credit hours in studio art or an undergraduate degree in art or art education.

An applicant who does not meet all of the minimum admission requirements, but who may have a unique background and can demonstrate in other ways an aptitude for art therapy will be considered on an individual basis. A personal interview is required for all applicants.



### • Course Requirements

|  |              |
|--|--------------|
| 001 Student Orientation                            | 0 cr         |
| 347 The Use of Art in Counseling                   | 2 cr         |
| 401 Principles of Adlerian Psychology              | 3 cr         |
| 411 Psychometric Methods                           | 2 cr         |
| 415 Theories of Personality                        | 2 cr         |
| 431 Group Leadership Training                      | 1 cr         |
| 455 Art Therapy: History & Development             | 2 cr         |
| 456 Child & Adolescent Art Therapy                 | 2 cr         |
| 457 Comparative Art Therapy Theories               | 2 cr         |
| 458 The Use of Art in Clinical Assessment          | 2 cr         |
| 461 Art Therapy Studio: Professional Development   | 2 cr         |
| 462 Art Therapy & Psychopathology                  | 2 cr         |
| 463 Art Therapy & Addictive Disorders              | 2 cr         |
| 464 Psychology of Artistic Creativity              | 2 cr         |
| 465 The Use of Art in Marriage & Family Counseling | 2 cr         |
| 467 Small Group Supervision in Art Therapy I       | 1 cr         |
| 468 Small Group Supervision in Art Therapy II      | 1 cr         |
| 469 Small Group Supervision in Art Therapy III     | 1 cr         |
| 470 Practicum in Art Therapy (700 hours)           | 7 cr         |
| 471 Continuing Case Seminar                        | 2 cr         |
| 498 Research Seminar                               | 2 cr         |
| 505 Professional Issues & Ethics                   | 3 cr         |
| 511 Clinical Assessment & Interviewing             | 3 cr         |
| 515 Introduction to Life Style Diagnosis           | 2 cr         |
| 535 Psychodynamics of Psychopathology I: Adlerian  | 3 cr         |
| <b>Total Credit Hours</b>                          | <b>53 cr</b> |

### • Graduation Requirements

To be recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology: Art Therapy, a student must have met all of the following criteria:

1. Satisfactory completion of 53 credit hours, including all required courses.
2. Satisfactory completion of 700 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades of "C" or "C+."
4. Full payment of all outstanding tuition and fees.
5. Successful completion of the M.A. Comprehensive Examination.\*

\* The Comprehensive Examination is taken after the student has completed all required courses for the M.A. in Counseling Psychology: Art Therapy. The Examination consists of both an oral examination and completion of a written essay, approximately one hour each in duration. Both components are designed to assess the student's ability to assimilate and integrate the knowledge and clinical competencies gained. The Comprehensive Examination is conducted on a pass/fail basis. A student who fails to pass on the second attempt is subject to dismissal from the School.

## Certificate in Art Therapy Counseling

This post-master's Certificate in Art Therapy combines presentation of the theories and techniques of art therapy with practicum experience to provide students with training in the use of art in counseling. This 32 credit hour certificate can be completed on a part-time basis. A 700-hour practicum in art therapy under the supervision of a Registered Art Therapist is required. All education and training in art therapy must be completed before undertaking supervised, paid work experience as an art therapist.

### • Minimum Admission Requirements

Applicants to this program must have:

- An earned master's degree in psychology or a related field from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- Fifteen (15) semester credits in studio art prerequisites or an undergraduate degree in art or art education.

An applicant who may not meet all of the minimum admission requirements, but who may have a unique background and can demonstrate in other ways an aptitude for art therapy will be considered on an individual basis. A personal interview is required for all applicants.

### • Course Requirements

|  |              |
|--|--------------|
| 001 Student Orientation                            | 0 cr         |
| 347 The Use of Art in Counseling                   | 2 cr         |
| 455 Art Therapy: History & Development             | 2 cr         |
| 456 Child & Adolescent Art Therapy                 | 2 cr         |
| 457 Comparative Art Therapy Theories               | 2 cr         |
| 458 The Use of Art in Clinical Assessment          | 2 cr         |
| 461 Art Therapy Studio: Professional Development   | 2 cr         |
| 462 Art Therapy & Psychopathology                  | 2 cr         |
| 463 Art Therapy & Addictive Disorders              | 2 cr         |
| 464 Psychology of Artistic Creativity              | 2 cr         |
| 465 The Use of Art in Marriage & Family Counseling | 2 cr         |
| 467 Small Group Supervision in Art Therapy I       | 1 cr         |
| 468 Small Group Supervision in Art Therapy II      | 1 cr         |
| 469 Small Group Supervision in Art Therapy III     | 1 cr         |
| 470 Practicum in Art Therapy (700 hours)           | 7 cr         |
| Electives  | 2 cr         |
| <b>Total Credit Hours</b>                          | <b>32 cr</b> |

• **Minimum Admission Requirements**

Applicants to this program must have:

- An earned baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve semester credit hours in psychology with grades of "B" or better. These courses should include general or introductory psychology and abnormal psychology.

A personal interview is required for all applicants.

• **Course Requirements**

|  |              |
|--|--------------|
| 001 Student Orientation                      | 0 cr         |
| 401 Principles of Adlerian Psychology        | 3 cr         |
| 411 Psychometric Methods                     | 2 cr         |
| 415 Theories of Personality                  | 2 cr         |
| 431 Group Leadership Training                | 1 cr         |
| 498 Research Seminar                         | 2 cr         |
| 505 Professional Issues & Ethics             | 3 cr         |
| 515 Introduction to Life Style Diagnosis     | 2 cr         |
| 531 Theory & Practice of Group Psychotherapy | 2 cr         |
| 551 Introduction to Gerontology              | 3 cr         |
| 552 Aging & the Family                       | 3 cr         |
| 553 The Psychology of Aging                  | 3 cr         |
| 554 Practicum in Gerontology I (200 hours)   | 2 cr         |
| 555 Practicum in Gerontology II (200 hours)  | 2 cr         |
| 557 Small Group Supervision I                | 1 cr         |
| 558 Small Group Supervision II               | 1 cr         |
| 559 Small Group Supervision III              | 1 cr         |
| 560 Assessing Aging                          | 3 cr         |
| 563 Counseling Techniques with the Elderly*  | 2 cr         |
| 564 Psychopathology & Aging                  | 3 cr         |
| 566 Loss & Grieving*                         | 2 cr         |
| 630 Psychophysiology I: Theory               | 3 cr         |
| 635 Introduction to Health Psychology        | 3 cr         |
| 650 Psychopharmacology                       | 2 cr         |
| Electives                                    | 3 cr         |
| <b>Total Credit Hours</b>                    | <b>54 cr</b> |

\* Students interested in specializing in assessment may substitute Courses 561, Assessing Dementia & Alzheimer's Disease (2 credit hours), and 562, Remedial Techniques in Dementia & Memory (2 credit hours).

• **Graduation Requirements**

To be recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Art Therapy Counseling, a student must have met all of the following criteria:

1. Satisfactory completion of 32 credit hours, including all required courses.
2. Satisfactory completion of 700 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Full payment of all outstanding tuition and fees.

**M.A. in Gerontological Psychology**

America is experiencing a demographic revolution, the impact of which is having profound effects on families, communities, and the older individual. The increase in the percentage of older persons is not unique to American society; such demographic changes are occurring throughout the world. By the year 2010, it is estimated that 1 out of 7 Americans will be elderly.

Prolonged life spans have created a critical need to prepare human service professionals who can help the aging population capitalize on their capabilities and reach their maximum human potential. In response to the increasing need to prepare mental health professionals with specialized training that will better serve a rapidly aging adult population, their families, and care givers, the Adler School has initiated new course offerings as well as a degree and certificate program in gerontological psychology. These new initiatives were made possible by funding provided by The Retirement Research Foundation.

Students at the Adler School have an opportunity to take courses, seminars, and workshops in gerontology either as part of another degree program, for continuing/professional education to enhance knowledge and skills, to pursue either an M.A. in Gerontological Psychology, or to obtain a Certificate in Gerontological Psychology.

The Master of Arts in Gerontological Psychology is designed to provide the student with a foundation in theories and methods of psychology along with hands-on practical training in counseling and assessment techniques for the older adult. An integral part of the Program is the acquisition of clinical skills gained through the 400 hours of practicum and concurrent supervision. Practicum sites are arranged by the student in consultation with the School at long-term care facilities, residential retirement settings, private clinics, and the Adler School's Psychological Services Center.

### • Graduation Requirements

To be recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Gerontological Psychology, a student must have met all of the following criteria:

1. Satisfactory completion of 54 credit hours, including all required courses.
2. Satisfactory completion of 400 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades of "C" or "C+."
4. Full payment of all outstanding tuition and fees.
5. Successful completion of the M.A. Comprehensive Examination.\*

\* The Comprehensive Examination is taken after a student has completed all required courses for the M.A. in Gerontological Psychology. The Examination consists of both an oral examination and completion of a written essay, approximately one hour each in duration. Both components are designed to assess the student's ability to assimilate and integrate the knowledge and clinical competencies gained. The Comprehensive Examination is conducted on a pass/fail basis. A student who fails to pass on the second attempt are subject to dismissal from the School.

### Certificate in Gerontological Psychology

This 26 credit hour Certificate enables individuals to obtain specialized training in gerontological psychology, to enhance skills, or to enter a professional career within this specialty.

Interested graduate students in psychology or related fields, social workers, psychologists, physicians, nurses, administrators, and other professionals and lay persons working with the elderly are encouraged to apply for this program which can be completed on a part-time basis.

### • Minimum Admission Requirements

Applicants to this program must have:

- An earned baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of six semester credit hours in psychology with grades of "B" or better. These courses should include general or introductory psychology and abnormal psychology.

A personal interview is required for all applicants.

### • Course Requirements

|   |              |
|---|--------------|
| 001 Student Orientation                     | 0 cr         |
| 551 Introduction to Gerontology             | 3 cr         |
| 552 Aging & the Family                      | 3 cr         |
| 553 The Psychology of Aging                 | 3 cr         |
| 554 Practicum in Gerontology I (200 hours)  | 2 cr         |
| 555 Practicum in Gerontology II (200 hours) | 2 cr         |
| 557 Small Group Supervision I               | 1 cr         |
| 558 Small Group Supervision II              | 1 cr         |
| 559 Small Group Supervision III             | 1 cr         |
| 560 Assessing Aging                         | 3 cr         |
| 563 Counseling Techniques with the Elderly* | 2 cr         |
| 564 Psychopathology & Aging                 | 3 cr         |
| 566 Loss & Grieving*                        | 2 cr         |
| <b>Total Credit Hours</b>                   | <b>26 cr</b> |

\* Students interested in specializing in assessment may substitute Courses 561, Assessing Dementia & Alzheimer's Disease (2 credit hours), and 562, Remedial Techniques in Dementia & Memory (2 credit hours).

### • Graduation Requirements

To be recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Gerontological Psychology, a student must have met all of the following criteria:

1. Satisfactory completion of 26 credit hours, including all required courses.
2. Satisfactory completion of 400 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Full payment of all outstanding tuition and fees.

### M.A. in Marriage & Family Counseling

Specialized training in marriage and family at the master's and post-master's levels is one of the fastest growing areas in the mental health field. This growth is evidenced by the increasing number of states that license, certify, or register marital and family therapists; the establishment of new training programs; and the efforts by various professional organizations to formulate training and accreditation standards, codes of ethics, and criteria for membership. Although requirements vary, the basic academic requirement for credentialing is a master's or doctoral degree in marriage and family counseling, or its equivalent.

Through the School's Center for Family Studies, students have the option of pursuing the M.A. in Marriage & Family Counseling or a post-master's Certificate in Marriage & Family Therapy. The M.A. degree is

designed to prepare entry-level counselors to specialize in working with couples and families. The post-masters Certificate Program in Marriage & Family Therapy enables qualified professionals in psychology, social work, and related mental health fields to enhance their knowledge and skills in marriage and family therapy or to assist with achieving licensure or other professional recognition. Many students in the Psy.D. program at the Adler School concurrently pursue specialized training completing the requirements for the Certificate in Marriage & Family Therapy.

The sequence of courses and supervised clinical training in either the M.A. degree or Certificate program will assist professionals in qualifying for licensure as a Marriage and Family Therapist in many states, qualifying for membership in professional organizations such as the American Association for Marriage and Family Therapy (AAMFT) and the International Association of Marriage and Family Counselors, and achieving recognition as an Approved Supervisor by AAMFT or Diplomate by the American Board of Professional Psychology. Requirements for these credentials include course work, family practicum experience, and two to five years of postgraduate supervised experience in family therapy. Because requirements vary, persons pursuing this specialized training in marriage and family therapy should contact the licensing agency of the state in which they plan to work and professional organizations with which they desire to affiliate to ascertain specific requirements.

Students who are admitted to the M.A. in Marriage & Family Counseling 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 have a theoretical understanding of individual, marital, and family systems, including developmental issues and major variations. Assessment skills in life style and systemic diagnosis will be developed. Students will be exposed to major models of marital and family therapy, using Adlerian approaches as a foundation. Students will have opportunities to develop intervention skills through role-play, co-leading psychoeducational groups, and supervised practicum experience.

#### • *Minimum Admission Requirements*

Applicants to this program must have:

- An earned baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve semester credit hours in psychology with grades of "B" or better. These courses should include general or introductory psychology and abnormal psychology.

A personal interview is required for all applicants.

#### • *Course Requirements*

|  |              |
|--|--------------|
| 001 Student Orientation                              | 0 cr         |
| 401 Principles of Adlerian Psychology                | 3 cr         |
| 411 Psychometric Methods                             | 2 cr         |
| 415 Theories of Personality                          | 2 cr         |
| 431 Group Leadership Training                        | 1 cr         |
| 471 Continuing Case Seminar                          | 2 cr         |
| 498 Research Seminar                                 | 2 cr         |
| 505 Professional Issues & Ethics                     | 3 cr         |
| 511 Clinical Assessment & Interviewing               | 3 cr         |
| 515 Introduction to Life Style Diagnosis             | 2 cr         |
| 521 Introduction to Psychotherapy                    | 2 cr         |
| 522 Adlerian Approaches to Psychotherapy             | 2 cr         |
| 535 Psychodynamics of Psychopathology I: Adlerian    | 3 cr         |
| 536 Professional Development: An Experiential Course | 2 cr         |
| 541 Adlerian Approaches to Family Counseling         | 2 cr         |
| 543 Counseling Children & Adolescents                | 2 cr         |
| 656 Marriage & Family Systems I                      | 3 cr         |
| 657 Marriage & Family Systems II                     | 3 cr         |
| 660 Marriage & Family Therapy I                      | 3 cr         |
| 661 Marriage & Family Therapy II                     | 3 cr         |
| 664 Practicum in Marriage & Family I (200 hours)     | 2 cr         |
| 665 Practicum in Marriage & Family II (200 hours)    | 2 cr         |
| 667 Small Group Supervision I                        | 1 cr         |
| 668 Small Group Supervision II                       | 1 cr         |
| 669 Small Group Supervision III                      | 1 cr         |
| Electives  | 2 cr         |
| <b>Total Credit Hours</b>                            | <b>54 cr</b> |

#### • *Graduation Requirements*

To be recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Marriage & Family Counseling, a student must have met all of the following criteria:

1. Satisfactory completion of 54 credit hours, including all required courses.\*
2. Satisfactory completion of 400 hours of practicum.\*
3. A cumulative grade point average of 3.0 or higher and no more than two grades of "C" or "C+."
4. Full payment of all outstanding tuition and fees.
5. Successful completion of the M.A. Comprehensive Examination.\*\*

\* **Effective for students admitted after the Summer 1996 term:** Course 666, Practicum in Marriage & Family III, (2 credit hours, 200 contact hours), and 56 total credit hours will be required to complete the Master of Arts in Marriage & Family Counseling.

\*\* The Comprehensive Examination is taken after the student has completed all required courses for the M.A. in Marriage & Family Counseling. The Examination consists of both an oral examination and completion of a written essay, approximately one hour each in duration. Both components are designed to assess the student's ability to assimilate and integrate the knowledge and clinical competencies gained. The Comprehensive Examination is conducted on a pass/fail basis. A student who fails to pass on the second attempt is subject to dismissal from the School.

### Certificate in Marriage & Family Therapy

This 37 credit hour program focuses on course work and practicum experiences in the understanding and integration of individual life style dynamics within marital and family systems. Previous graduate-level course work completed at another college or university may be recognized for transfer of credit and will be evaluated on an individual basis by the Program Coordinator.

Upon completion of the program, graduates will have a theoretical understanding of individual, marital, and family systems, including developmental issues and major variations. Assessment skills in life style and systemic diagnosis will be developed. A variety of major models of marital and family therapy are presented, using Adlerian approaches as a foundation. The program is designed to provide students with opportunities to develop intervention skills through role-play, co-leading psychoeducational groups, and supervised clinical experience. In addition to the course work and 600 hours of supervised practicum experience, a comprehensive written case presentation along with videotaped therapy sessions must be presented. Following a review of the case material, the student must present the case orally to a faculty committee.

#### • Minimum Admission Requirements

Applicants to this program must have:

- An earned master's degree in psychology, social work, or related mental health field from an accredited institution.

- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- Prerequisite graduate-level courses for admission must include the following: a minimum of nine semester hours in human development, personality theory, human sexuality, psychopathology, or behavior-pathology; three semester hours of professional issues and ethics; and three semester hours of research design, methods, and statistics.

A personal interview is required for all applicants.

The prerequisite courses outlined above can be fulfilled with any of the following Adler School courses or the equivalent courses at another college or university:

|  |  |
|--|--|
| 415 Theories of Personality                                |  |
| 498 Research Seminar                                       |  |
| 505 Professional Issues & Ethics                           |  |
| 625 Life Span I  |  |
| 626 Life Span II   |  |
| 638 Research I: Inferential Statistics & Methodology       |  |
| 644 Psychopathology: Child & Adolescent                    |  |
| 645 Psychopathology: Anxiety Based & Personality Disorders |  |
| 654 Human Sexuality  |  |

#### • Course Requirements

|   |              |
|---|--------------|
| 001 Student Orientation                                       | 0 cr         |
| 401 Principles of Adlerian Psychology                         | 3 cr         |
| 541 Adlerian Approaches to Family Counseling                  | 2 cr         |
| 655 Professional Issues & Ethics in Marriage & Family Therapy | 1 cr         |
| 656 Marriage & Family Systems I                               | 3 cr         |
| 657 Marriage & Family Systems II                              | 3 cr         |
| 658 Marriage & Family Systems III                             | 3 cr         |
| 659 Marriage & Family Research Seminar                        | 2 cr         |
| 660 Marriage & Family Therapy I                               | 3 cr         |
| 661 Marriage & Family Therapy II                              | 3 cr         |
| 662 Marriage & Family Therapy III                             | 3 cr         |
| 664 Practicum in Marriage & Family I (200 hours)              | 2 cr         |
| 665 Practicum in Marriage & Family II (200 hours)             | 2 cr         |
| 666 Practicum in Marriage & Family III (200 hours)            | 2 cr         |
| 667 Small Group Supervision in Marriage & Family I            | 1 cr         |
| 668 Small Group Supervision in Marriage & Family II           | 1 cr         |
| 669 Small Group Supervision in Marriage & Family III          | 1 cr         |
| 671 Seminar: Cultural Differences in Psychotherapy            | 1 cr         |
| 676 Seminar: Gender Issues in Psychotherapy                   | 1 cr         |
| <b>Total Credit Hours</b>                                     | <b>37 cr</b> |

### • Graduation Requirements

To be recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Marriage & Family Therapy, a student must have met all of the following criteria:

1. Satisfactory completion of 37 credit hours, including all required courses.
2. Satisfactory completion of 600 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Successful completion of a Case Presentation.
5. Full payment of all outstanding tuition and fees.

### M.A. in Substance Abuse Counseling

The rising international crisis in the abuse of drugs and alcohol has created a demand for well-trained counselors to work in this specialized area in mental health centers, counseling centers, hospitals and other social service agencies. The Adler School has been preparing graduate-level substance abuse counselors in this growing field since 1985.

Students have the choice of earning a Master of Arts degree or a Certificate in Substance Abuse Counseling. Both of these programs meet the standards and guidelines required for preparatory training programs by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA). Several other states have recognized course work and practicum experience provided by the Adler School in partial fulfillment for certification. However, because requirements vary from state to state, students should obtain appropriate information prior to entry into the Adler School program.

Students in the 52 credit hour Master of Arts program receive not only specialized training in substance abuse but also extensive knowledge and skill development in counseling. The program includes a broad foundation in psychological theory, skill training, and supervised clinical experience with a major concentration in substance abuse counseling.

### • Minimum Admission Requirements

Applicants to this program must have :

- An earned baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve semester credit hours in psychology with grades of "B" or better. These courses should include general or introductory psychology and abnormal psychology.

A personal interview is required for all applicants.

### • Course Requirements

|  |                                 |
|--|---------------------------------|
| 001 Student Orientation                                    | 0 cr                            |
| 401 Principles of Adlerian Psychology                      | 3 cr                            |
| 411 Psychometric Methods                                   | 2 cr                            |
| 415 Theories of Personality                                | 2 cr                            |
| 431 Group Leadership Training                              | 1 cr                            |
| 441 Introduction to Substance Abuse                        | 4 cr                            |
| 442 Social & Clinical Aspects of Substance Abuse           | 4 cr                            |
| 443 Theories & Techniques of Substance Abuse Counseling I  | 2 cr                            |
| 444 Theories & Techniques of Substance Abuse Counseling II | 2 cr                            |
| 445 Practicum in Substance Abuse Counseling I (200 hours)  | 2 cr                            |
| 446 Practicum in Substance Abuse Counseling II (200 hours) | 2 cr                            |
| 447 Substance Abuse Small Group Supervision I              | 1 cr                            |
| 448 Substance Abuse Small Group Supervision II             | 1 cr                            |
| 449 Substance Abuse Small Group Supervision III            | 1 cr                            |
| 471 Continuing Case Seminar                                | 2 cr                            |
| 498 Research Seminar                                       | 2 cr                            |
| 505 Professional Issues & Ethics                           | 3 cr                            |
| 511 Clinical Assessment & Interviewing                     | 3 cr                            |
| 515 Introduction to Life Style Diagnosis                   | 2 cr                            |
| 521 Introduction to Psychotherapy                          | 2 cr                            |
| 522 Adlerian Approaches to Psychotherapy                   | 2 cr                            |
| 535 Psychodynamics of Psychopathology I: Adlerian          | 3 cr                            |
| 536 Professional Development: An Experiential Course       | 2 cr                            |
| Electives  | 4 cr                            |
|  | <b>Total Credit Hours 52 cr</b> |

### • Graduation Requirements

To be recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Substance Abuse Counseling, a student must have met all of the following criteria:

1. Satisfactory completion of 52 credit hours, including all required courses.
2. Satisfactory completion of 400 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades of "C" or "C+."
4. Full payment of all outstanding tuition and fees.
5. Successful completion of the M.A. Comprehensive Examination.\*

\* The Comprehensive Examination is taken after the student has completed all required courses for the M.A. in Substance Abuse Counseling. The Examination consists of both an oral examination and completion of a written essay, approximately one hour each in duration. Both components are designed to assess the student's ability to assimilate and integrate the knowledge and clinical competencies gained. The Comprehensive Examination is conducted on a pass/fail basis. A student who fails to pass on the second attempt is subject to dismissal from the School.

## Certificate in Substance Abuse Counseling

The 24 credit hour graduate-level Certificate in Substance Abuse Counseling program is designed to provide specialized training to enter this developing field. The Certificate may be earned on a part-time basis. The presentation of the theories and techniques of substance abuse counseling and the supervised practicum experiences provide students with specialized training for entry-level positions.

- **Minimum Admission Requirements**

Applicants to this program must have:

- An earned baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve semester credit hours in psychology with grades of "B" or better. These courses should include general or introductory psychology and abnormal psychology.

A personal interview is required for all applicants.

- **Course Requirements**

|  |              |
|--|--------------|
| 001 Student Orientation                                    | 0 cr         |
| 401 Principles of Adlerian Psychology                      | 3 cr         |
| 415 Theories of Personality                                | 2 cr         |
| 441 Introduction to Substance Abuse                        | 4 cr         |
| 442 Social & Clinical Aspects of Substance Abuse           | 4 cr         |
| 443 Theories & Techniques of Substance Abuse Counseling I  | 2 cr         |
| 444 Theories & Techniques of Substance Abuse Counseling II | 2 cr         |
| 445 Practicum in Substance Abuse Counseling I (200 hours)  | 2 cr         |
| 446 Practicum in Substance Abuse Counseling II (200 hours) | 2 cr         |
| 447 Substance Abuse Small Group Supervision I              | 1 cr         |
| 448 Substance Abuse Small Group Supervision II             | 1 cr         |
| 449 Substance Abuse Small Group Supervision III            | 1 cr         |
| <b>Total Credit Hours</b>                                  | <b>24 cr</b> |

- **Graduation Requirements**

To be recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Substance Abuse Counseling, a student must have met all of the following criteria:

1. Satisfactory completion of 24 credit hours, including all required courses.
2. Satisfactory completion of 400 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Full payment of all outstanding tuition and fees.

## Certificate in Adlerian Psychotherapy

The Certificate in Adlerian Psychotherapy program is designed to provide specialized training in the principles and techniques of Individual Psychology originated and developed by Alfred Adler.

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 specialty in the field of Adlerian psychotherapy.

- **Minimum Admission Requirements**

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. A personal interview is required for all applicants.

- **Course Requirements**

|  |              |
|--|--------------|
| 001 Student Orientation                            | 0 cr         |
| 401 Principles of Adlerian Psychology              | 3 cr         |
| 431 Group Leadership Training                      | 1 cr         |
| 471 Continuing Case Seminar                        | 2 cr         |
| 515 Introduction to Life Style Diagnosis           | 2 cr         |
| 522 Adlerian Approaches to Psychotherapy           | 2 cr         |
| 535 Psychodynamics of Psychopathology I: Adlerian  | 3 cr         |
| 502 Small Group Supervision I                      | 1 cr         |
| 503 Small Group Supervision II                     | 1 cr         |
| 504 Small Group Supervision III                    | 1 cr         |
| 506 Practicum I (200 hours)                        | 2 cr         |
| 507 Practicum II (200 hours)                       | 2 cr         |
| 508 Practicum III (200 hours)                      | 2 cr         |
| 622 Advanced Life Style Diagnosis                  | 3 cr         |
| 647 Psychodynamics of Psychopathology II: Adlerian | 3 cr         |
| <b>Total Credit Hours</b>                          | <b>28 cr</b> |

- **Graduation Requirements**

To be recommended by the Faculty to the Board of Trustees for the conferral of the Postgraduate Certificate in Adlerian Psychotherapy, a student must meet all of the following criteria:

1. Satisfactory completion of 28 credit hours, including all required courses.
2. Satisfactory completion of 600 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Successful completion of a written, comprehensive case study of a client followed by an oral examination.
5. Full payment of all outstanding tuition and fees.

## Certificate in Clinical Hypnosis

The clinical practice of hypnosis has changed greatly in the past 40 years. No longer is hypnosis a mysterious, magical tool that a hypnotist uses on a subject. Perhaps the greatest single advancement in the field of hypnosis is the realization that the ability to experience hypnosis is due largely to the ability of the subject and not something the operator does to the subject. Modern clinical hypnosis is an interpersonal process in which the therapist and the client work cooperatively to enhance the well being of the client.

The Certificate Program in Clinical Hypnosis is designed to provide graduate students and practicing professionals with an opportunity to obtain quality training in clinical hypnosis in a college setting. The Certificate Program at the Adler School has been approved by the American Society of Clinical Hypnosis (ASCH). Graduates will meet or exceed the training requirements for membership in and certain certification requirements of the ASCH and the Society for Clinical and Experimental Hypnosis (SCEH). Persons who have completed programs or courses offered or approved by either the ASCH or SCEH may be able to waive a portion of the Adler School courses required.

Qualified graduate students and professionals in psychology and related health care fields may obtain specialized training in the theory and application of clinical hypnosis. Through a variety of instructional approaches, students are provided with an opportunity to acquire a broad base of understanding in the theoretical foundations of clinical hypnosis along with the development of skills in the application of hypnotic techniques. In addition to classroom instruction, students also receive supervised training both in class and during supervised field work.

The Certificate indicates that the student has successfully completed a course of study in the area of clinical hypnosis. The Certificate is not intended to serve as a recognition of proficiency. Further, it is not a license or certificate of registration as a professional hypnotist or hypnotherapist.

### • Minimum Admission Requirements

Applicants to this program must have:

- An earned baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of six semester credit hours in psychology with grades of "B" or better. These courses should include general or introductory psychology and abnormal psychology.

A personal interview is required for all applicants.

### • Course Requirements

|   |              |
|---|--------------|
| 001 Student Orientation                           | 0 cr         |
| 710 Theories & Techniques of Clinical Hypnosis I  | 3 cr         |
| 711 Theories & Techniques of Clinical Hypnosis II | 3 cr         |
| 712 Clinical Hypnosis Skills Seminar I            | 3 cr         |
| 713 Clinical Hypnosis Skills Seminar II           | 3 cr         |
| 714 Research Seminar in Clinical Hypnosis         | 2 cr         |
| 715 Practicum in Clinical Hypnosis (200 hours)    | 2 cr         |
| Electives   | 3 cr         |
| <b>Total Credit Hours</b>                         | <b>19 cr</b> |

In addition to the required courses and the 200 contact hours of supervised practicum using hypnosis, students must take three credit hours of approved elective course work to augment their present and previous training. Examples of elective courses include psychopathology, treatment of children and adolescents, treatment of the older adult, and health psychology.

### • Graduation Requirements

To be recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Clinical Hypnosis, a student must meet all of the following criteria:

1. Satisfactory completion of 19 credit hours, including all required courses.
2. Satisfactory completion of 200 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+".
4. Successful completion of a public presentation of a case or paper.\*
5. Full payment of all outstanding tuition and fees.

\* Certificate program students must conduct a public presentation of a case or paper. The presentation is to include a written report along with an audio or videotaped presentation. In lieu of this requirement, the student may present a case or paper at an annual convention or scientific meeting of the APA, ASCH, SCEH, or IPA (Illinois Psychological Association), or similar organization or setting.



## Certificate in Clinical Neuropsychology

Clinical Neuropsychology is one of the fastest growing specialty areas in psychology. The growth and credibility of neuropsychology are evidenced by the implementation of new doctoral and post-doctoral training programs; the development of professional journal publications such as Neuropsychology, Clinical Neuropsychologist, and PsychSCAN; Neuropsychology; the establishment of professional organizations such as the International Neuropsychological Society and the National Academy of Neuropsychology; recognition by the National Register of Health Care Providers; establishment of credentialing boards such as the American Board of Clinical Neuropsychology and the American Board of Professional Neuropsychology; and the formation of Division 40 of the American Psychological Association.

Division 40 of the American Psychological Association defines a neuropsychologist as follows:

*A Clinical Neuropsychologist is a professional psychologist who applies principles of assessment and intervention based upon the scientific study of human behavior as it relates to normal and abnormal functioning of the central nervous system. The Clinical Neuropsychologist is a doctoral-level psychology provider of diagnostic and intervention services who has demonstrated competence in the application of such principles for human welfare following:*

- *Successful completion of systematic didactic and experiential training in neuropsychology and neuroscience at a regionally accredited university;*
- *Two or more years of appropriate supervised training applying neuropsychological service in a clinical setting;*
- *Licensing and certification to provide psychological services to the public by the laws of the state or province in which he or she lives; and*
- *Review by one's peers as a test of these competencies.*

The requirements for the Adler School's Certificate in Clinical Neuropsychology have been developed following the guidelines set forth by Division 40 of the American Psychological Association. Courses are scheduled on a year-round basis both as short-term intensives and weekly sessions during the regular academic term in order to accommodate the needs of working professionals.

The Certificate Program is designed to provide doctoral students and qualified professionals with an advanced level of competence in the specialty of clinical neuropsychology. Completion of the Certificate in Clinical Neuropsychology, in conjunction with the Psy.D. in Clinical Psychology degree, prepares the graduate to begin work as a clinical neuropsychologist; however, an additional post-doctoral year of internship is required for licensure as a psychologist in most states and provinces. In addition, the graduate is expected to continue training on a post-doctoral level and to acquire additional supervised clinical experience to increase both general and subspecialty neuropsychology competencies.

The program may be modified to meet the needs of individuals who already possess a doctorate in psychology depending upon the graduate program attended and any subsequent post-doctoral training in clinical neuropsychology.

### • Minimum Admission Requirements

Students currently enrolled in the second or third year of a doctoral program in psychology or graduates of a doctoral program in clinical psychology, school psychology, or a related field are encouraged to apply for admission. Applicants should have a strong background in general psychology including research and assessment; psychophysiology and pharmacology; learning, cognition, and perception; psychopathology; and intervention. In addition to doctoral level course work, applicants should have a minimum of 400 hours of practicum or supervised professional work experience. A personal interview is required for all applicants.

The Adler School courses listed below, or the equivalent at another college or university, are recommended for admission:

- 505 Professional Issues & Ethics
- 601 Practicum Seminar I: The Psychological Report
- 602 Practicum Seminar II: Preparation for Professional Practice
- 611 Practicum I (200 hours)
- 612 Practicum II (200 hours)
- 627 Assessment I: Intelligence Testing
- 628 Assessment II: Personality Inventories
- 629 Assessment III: Projective Testing
- 630 Psychophysiology I: Theory
- 631 Psychophysiology II: Clinical Applications
- 632 Cognitive-Affective Bases of Behavior
- 633 Perception, Motivation & Learning
- 634 History & Systems
- 644 Psychopathology: Child & Adolescent
- 645 Psychopathology: Anxiety Based & Personality Disorders
- 646 Psychopathology: Psychotic & Depressive Disorders
- 650 Psychopharmacology
- 653 Rehabilitation Psychology

- *Course Requirements*

|  |              |
|--|--------------|
| 720 Beginning Neuropsychological Assessment  | 2 cr         |
| 721 Intermediate Neuropsychological Assessment I:<br>Language, Movement, & Perception    | 2 cr         |
| 722 Intermediate Neuropsychological Assessment II:<br>Memory & Executive Function        | 2 cr         |
| 723 Advanced Neuropsychological Assessment   | 2 cr         |
| 724 Practicum Seminar in Neuropsychology I & II (1 credit hour each)                     | 2 cr         |
| 725 Neuropsychological Intervention Techniques   | 2 cr         |
| 726 Neuropsychology Practicum: Assessment (400 hours)                                    | 4 cr         |
| 727 Neuropsychology Practicum:<br>Chronic or Acute Rehabilitation Strategies (400 hours) | 4 cr         |
| 728 Pediatric Neuropsychological Assessment I  | 2 cr         |
| 729 Pediatric Neuropsychological Assessment II   | 2 cr         |
| 700 Internship in Neuropsychology (2,000 hours)  | 0 cr         |
| <b>Total Credit Hours</b>  | <b>24 cr</b> |

In addition to the neuropsychology courses listed above, other neuropsychology courses are offered from time-to-time in such areas as psychological and medical aspects of traumatic brain injury, assessing memory, and the Halsted-Reitan Battery.

Adler School doctoral students are encouraged to carry out a dissertation that is primarily neuropsychological in nature, although it is not required, for the Certificate in Clinical Neuropsychology.

- *Graduation Requirements*

To be recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Clinical Neuropsychology, a student must have met all of the following criteria:

1. Satisfactory completion of 24 credit hours, including all required courses.
2. Satisfactory completion of 800 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Satisfactory completion of a 2,000-hour internship in neuropsychology.
5. Successful presentation of a clinical case.
6. Full payment of all outstanding tuition and fees.

## Neuropsychological Assessment Specialty

A doctoral student who wants to administer and score neuropsychological testing under the supervision of a licensed neuropsychologist should complete the following neuropsychology assessment courses:

|   |              |
|---|--------------|
| 720 Beginning Neuropsychological Assessment   | 2 cr         |
| 721 Intermediate Neuropsychological Assessment I:<br>Language, Movement, & Perception | 2 cr         |
| 722 Intermediate Neuropsychological Assessment II:<br>Memory & Executive Function     | 2 cr         |
| 723 Advanced Neuropsychological Assessment  | 2 cr         |
| 724 Practicum Seminar in Neuropsychology I & II (1 credit hour each)                  | 2 cr         |
| 726 Neuropsychology Practicum: Assessment (400 hours)                                 | 4 cr         |
| <b>Total Credit Hours</b>   | <b>14 cr</b> |

## Certificate in Group Psychotherapy

Interested graduate students and professionals in psychology and related health care fields may obtain specialized training in the theory and application of group psychotherapy. This intensive program is designed to provide students with an opportunity to explore and expand professional and personal capabilities. The group psychotherapy program emphasizes theory and technique and the development of the therapist's style in approved, supervised practicum settings. The 12 credit hour Certificate in Group Psychotherapy satisfies the course requirements of the National Registry of Group Psychotherapists.

- *Minimum Admission Requirements*

With permission of the Program Coordinator, interested graduate students in psychology or related fields, social workers, psychologists, physicians, or registered nurses may enroll in this sequence of courses. A personal interview is required for all applicants.

- *Course Requirements*

|  |           |
|--|-----------|
| 001 Student Orientation                          | 0 cr      |
| 531 Theory & Practice of Group Psychotherapy I   | 2 cr      |
| 532 Theory & Practice of Group Psychotherapy II  | 2 cr      |
| 533 Theory & Practice of Group Psychotherapy III | 2 cr      |
| 534 Advanced Seminar in Group Process            | 2 cr      |
| 617 Research Seminar in Group Psychotherapy      | 2 cr      |
| 618 Practicum in Group Psychotherapy (300 hours) | 2 cr      |
| <b>Total Credit Hours</b>                        | <b>12</b> |

- **Graduation Requirements**

To be recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Group Psychotherapy, a student must have met all of the following criteria:

1. Satisfactory completion of 12 credit hours, including all required courses.
2. Satisfactory completion of 300 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Full payment of all outstanding tuition and fees.

## Doctor of Psychology (Psy.D.) Program

The Doctor of Psychology (Psy.D.) program was established at the Adler School in 1987. The Psy.D. program is designed to educate and prepare students for the practice of professional psychology. Graduates are provided with a broad base of knowledge in the foundations of psychology, including theories, concepts, and techniques regarding human development, human behavior, and psychological disorders. The curriculum integrates scientific, clinical, and theoretical aspects of professional psychology with an emphasis on Adlerian Psychology. Throughout the curriculum, students are exposed to the multiple theories and schools of thought that have shaped and continue to have an impact on the field of psychology.

- **Specialty Tracks**

Students pursuing the Psy.D. degree have an opportunity to obtain specialized training in a number of areas:

|                              |                            |
|------------------------------|----------------------------|
| Adlerian Psychotherapy       | Gerontological Psychology  |
| Art Therapy                  | Group Psychotherapy        |
| Clinical Hypnosis            | Marriage & Family Therapy  |
| Clinical Neuropsychology     | Substance Abuse Counseling |
| Cognitive-Behavioral Therapy |                            |

- **Certificate & M.A. Degree Options**

Doctoral students may elect to earn a certificate in a specialized area of study as well as a Master of Arts degree while pursuing the Psy.D. degree. Students can earn these additional credentials by fulfilling admission and graduation requirements as specified in other sections of this *Catalog*. Interested students should contact the Office of Admissions for further information.

- **Doctoral Scholars Program**

This program represents an unusual opportunity for qualified, serious students of superior promise in the field of clinical psychology to receive instruction, consultation, and supervision from a senior member of the faculty in both individual and small group formats.

Candidates for the program must have completed at least the first year of the doctoral program. Requirements for participation include a high grade point average in graduate course work, self-motivation, and a commitment to scholarly activities under the mentorship of a senior member of the faculty. Interested students should contact the Office of the Provost.

- *Practicum*

An integral part of the doctoral program is the acquisition of clinical skills that are gained in field placements. Students are expected to spend at least one to two days per week at an approved practicum site throughout the second and third years of the program. Involvement in clinical activities while pursuing other elements of the program provides an opportunity for students to integrate the practicum component with the theoretical and empirical basis of assessment and intervention. A total of 1,200 hours of practica is required.

The Office of Clinical Training works in collaboration with students in identifying clinical experiences which meet the standards and requirements of the program.

- *Internship*

The fourth year of the program is devoted to a 2,000-hour internship at an approved site over a 12-24 month period. The internship is designed to provide an intensive clinical experience building upon the course work, practicum experiences, and clinical supervision completed during the first three years of the doctoral program. The Office of Clinical Training maintains a file of internship sites and assists students in making necessary applications. A number of paid internships are available to students through the School's Psychological Services Center.

Only students who have completed all course work, passed both the Written and Clinical Qualifying Examinations, and fulfilled all practicum requirements are eligible to begin an internship. The predoctoral internship is an essential component of the Psy.D. program and can never be waived.

Most approved internships begin between July and September. Application is usually made the prior fall. Students should contact the Office of Clinical Training for specific information regarding internship requirements.

- *Qualifying Examinations*

In addition to satisfying course work, practica, and other program requirements, students must also pass two Qualifying Examinations. During the second year the Written Qualifying Examination must be passed. This examination assesses the student's knowledge in the following areas: assessment, psychopathology, intervention, and Adlerian theory and methods.

During the third year, the Clinical Qualifying Examination is required. A comprehensive psychological report on an individual case which integrates assessment material, social history, diagnosis, and treatment plan must be submitted along with two audiotaped/videotaped therapy sessions. Following a review of the written materials submitted, the student must present the case orally to a faculty committee. Satisfactory completion of this competency

evaluation signifies that the student has advanced to Candidate for Internship status. A student will not be permitted to accept an internship until this requirement is satisfied.

The Qualifying Examinations are judged on a pass/fail basis. Students are given two opportunities to complete each requirement satisfactorily. A student who fails to pass on the second attempt will be subject to dismissal from the program.

- *Doctoral Dissertation*

The Doctoral Dissertation is the culmination of a student's academic experience and clinical training. Students may select a dissertation topic of historical, theoretical, clinical, social, or philosophical interest that will make a contribution to the field. Completion of the Doctoral Dissertation and Oral Defense requires a student to demonstrate the ability to evaluate, synthesize, integrate, and apply relevant psychological research and practice culminating in a scholarly paper of publishable quality. Although the Oral Defense is focused on the Doctoral Dissertation, it may include areas such as research theory and design, professional psychology, clinical knowledge, and other psychology-related topics and issues.

Doctoral students who have registered for the required nine hours of dissertation credit and have completed the internship requirement must register each term for this course and pay the required fee to remain in good standing. Failure to comply may result in dismissal from the Psy.D. program.

- *Licensure/Registration*

All psychologists who offer direct services to the public must be licensed or certified by the state or province in which they practice. Because licensure requirements vary from state to state and province to province, students should plan ahead to ensure they will be able to meet all requirements of a particular state or province. In general, Adler School graduates have become licensed as psychologists in a number of states and the province of Ontario following successful completion of the national examination, fulfillment of postdoctoral supervised experience, and satisfaction of other requirements that an individual state or province may impose.

- *Academic Levels*

Because there are both part-time and full-time students in the doctoral program, the concept of being considered a member of a specific entering class is not appropriate. The following categories have been formulated for the purpose of identifying doctoral student progress.

*First Year Doctoral Student*

- First Year Status is conferred upon admission to the doctoral program to students who have less than a master's degree.

• Student Course Load

Students enrolled full-time (9 credit hours or more per term) in the doctoral program should normally plan to enroll for three years of course work and practicum experience, followed by a one-year full-time or two-year half-time internship and a dissertation unless they have been admitted with advanced standing. Although the length of time for program completion for both full-time and part-time students will vary, all students are required to carry a minimum of five credit hours each term, excluding summer, to meet the residency requirement, to participate in practica, and to complete either a one-year full-time internship or a two-year half-time internship.

Students who are carrying a full-time course load while attending the Adler School are encouraged to limit any employment to part-time in order to allow adequate time for classes, study, and practicum.

• Residency Requirement

A residency requirement must be satisfied following admission to the Psy.D. program. This requirement may be satisfied in either of the following ways: Completion of a minimum of nine credit hours or more per term for three consecutive terms, which may include the summer term; or completion of 30 credit hours within one twelve-month period with a minimum enrollment of five credit hours during three of the four academic terms. With prior permission from the Dean of Students, a student may satisfy residency by engaging in course work, research activities, or clinical activities off-campus.

The internship year experience cannot be counted towards fulfilling any portion of this residency requirement.

• Minimum Admission Requirements

Applicants to the Psy.D. program must have at least an earned baccalaureate degree from a college or university which is regionally accredited by a nationally recognized accrediting agency or an equivalent academic degree from a foreign college or university. A grade point average of 3.25 or higher on a 4.0 scale is required for all undergraduate and graduate course work. Although Graduate Record Examination or Miller Analogies Test scores are not required, they should be submitted along with other application materials if available.

Applicants must have the equivalent of at least eighteen semester credit hours in psychology with grades of "B" or better. Minimum required courses include introductory or general psychology, personality theory, abnormal psychology, and tests and measurement or psychometrics.

Practicum or work experience in psychology or a related field is highly desirable and is considered in the evaluation of applicants. A personal interview is required of all Psy.D. applicants before the

Second Year Doctoral Student

- Possession of a Master's degree in psychology or completion of a minimum of 45 credit hours.
- Permission to begin practicum training from the Associate Dean of Clinical Training.

Third Year Doctoral Student

- Completion of a minimum of 90 credit hours.
- Completion of the Written Qualifying Examination.
- Completion of 600 hours of practicum.

Fourth Year Doctoral Student

- Completion of a minimum of 135 credit hours.
- Completion of the Clinical Qualifying Examination.
- Completion during this year of 1,200 hours of practicum.

Doctoral Intern

- Completion of 1,200 hours of practicum.
- Placement in an approved internship.

Doctoral Degree Candidate

- Approval of Dissertation Proposal.
- Completion or nearing completion of an internship.

Advancement to candidacy implies that the doctoral student has demonstrated the knowledge and research ability to prepare an acceptable dissertation. Advancement to Doctoral Degree Candidate status will be noted on the student's transcript. Once admitted to this status, the Doctoral Degree Candidate must maintain registration each term until the degree requirements have been completed.

• Time Limit

Psy.D. students must successfully complete a minimum of 15 credit hours every four consecutive terms following admission to maintain satisfactory progress toward fulfillment of the degree requirements. Students who are not making satisfactory progress will be subject to dismissal. Although the maximum time to complete all requirements is 10 years from the date of first registration following admission to the doctoral program, students are normally expected to complete the program within one year of completing the internship.

Admissions Committee makes its final decision. The Admissions Committee may determine that an applicant is more suited or qualified for a master's program. In such cases, the Committee will recommend the applicant for a master's program rather than the doctoral program.

Applicants who do not meet all of the minimum admission requirements but who can demonstrate other accomplishments that should be considered are encouraged to apply and will be evaluated on an individual basis. In some cases, it will be necessary for applicants to satisfy admissions requirements before final acceptance into the doctoral program is granted.

• **Review of Applications**

Applications for admission to the Psy.D. program are accepted throughout the year. The application deadline for the Fall Term is January 1. Applicants who submit all required materials by the above deadline for the Fall Term will be notified of acceptance by April 1.

Accepted students must then notify the Office of Admissions by April 15 of their intent to matriculate. Space permitting, late applications are accepted subject to the Council of Graduate Departments of Psychology (COGDOP) criteria which state that any acceptance given or left in force after April 15 commits the student not to solicit or accept an offer from the Adler School without first obtaining a written release from the institution to which a commitment has already been made.

• **Course Requirements**

|   |      |
|---|------|
| 001 Student Orientation   | 0 cr |
| 401 Principles of Adlerian Psychology                           | 3 cr |
| 431 Group Leadership Training                                   | 1 cr |
| 471 Continuing Case Seminar                                     | 2 cr |
| 498 Research Seminar  | 2 cr |
| 505 Professional Issues & Ethics                                | 3 cr |
| 511 Clinical Assessment & Interviewing                          | 3 cr |
| 515 Introduction to Life Style Diagnosis                        | 2 cr |
| 521 Introduction to Psychotherapy                               | 2 cr |
| 522 Adlerian Approaches to Psychotherapy                        | 2 cr |
| 531 Theory & Practice of Group Psychotherapy I                  | 2 cr |
| 535 Psychodynamics of Psychopathology I: Adlerian               | 3 cr |
| 541 Adlerian Approaches to Family Counseling                    | 2 cr |
| 601 Practicum Seminar I: The Psychological Report               | 3 cr |
| 602 Practicum Seminar II: Preparation for Professional Practice | 3 cr |
| 603-606 Practicum Seminars (1-2 credit hours each)              | 8 cr |
| 611 Psy.D. Practicum I (200 hours)                              | 2 cr |
| 612 Psy.D. Practicum II (200 hours)                             | 2 cr |

|  |               |
|--|---------------|
| 613 Psy.D. Practicum III (200 hours)                       | 2 cr          |
| 614 Psy.D. Practicum IV (200 hours)                        | 2 cr          |
| 615 Psy.D. Practicum V (200 hours)                         | 2 cr          |
| 616 Psy.D. Practicum VI (200 hours)                        | 2 cr          |
| 622 Advanced Life Style Diagnosis                          | 3 cr          |
| 625 Life Span I  | 3 cr          |
| 626 Life Span II   | 3 cr          |
| 627 Assessment I: Intelligence Testing                     | 3 cr          |
| 628 Assessment II: Personality Inventories                 | 3 cr          |
| 629 Assessment III: Projective Testing                     | 3 cr          |
| 630 Psychophysiology I: Theory                             | 3 cr          |
| 631 Psychophysiology II: Clinical Applications             | 2 cr          |
| 632 Cognitive-Affective Bases of Behavior                  | 3 cr          |
| 633 Perception, Motivation & Learning                      | 2 cr          |
| 634 History & Systems                                      | 3 cr          |
| 635 Introduction to Health Psychology                      | 3 cr          |
| 638 Research I: Inferential Statistics & Methodology       | 3 cr          |
| 639 Research II: Multivariate Statistics & Methodology     | 3 cr          |
| 640 Research III: Advanced Psychometrics                   | 2 cr          |
| 642 Social Psychology                                      | 2 cr          |
| 643 Advanced Psychotherapy                                 | 3 cr          |
| 644 Psychopathology: Child & Adolescent                    | 3 cr          |
| 645 Psychopathology: Anxiety Based & Personality Disorders | 3 cr          |
| 646 Psychopathology: Psychotic & Depressive Disorders      | 3 cr          |
| 647 Psychodynamics of Psychopathology II: Adlerian         | 3 cr          |
| 650 Psychopharmacology                                     | 2 cr          |
| 653 Rehabilitation Psychology                              | 2 cr          |
| 656 Marriage & Family Systems I*                           | 3 cr          |
| 657 Marriage & Family Systems II*                          | 3 cr          |
| 660 Marriage & Family Therapy I*                           | 3 cr          |
| 661 Marriage & Family Therapy II*                          | 3 cr          |
| 670 Cultural Differences in Psychotherapy                  | 2 cr          |
| 671 Seminar: Cultural Differences in Psychotherapy         | 1 cr          |
| 675 Gender Issues in Psychotherapy                         | 2 cr          |
| 676 Seminar: Gender Issues in Psychotherapy                | 1 cr          |
| 699 Doctoral Dissertation                                  | 9 cr          |
| 700 Doctoral Internship                                    | 0 cr          |
| 701 Doctoral Dissertation Seminar                          | 0 cr          |
| 702 Doctoral Internship Seminar                            | 0 cr          |
| Electives  | 10 cr         |
| <b>Total Credit Hours</b>                                  | <b>147 cr</b> |

\* Students are required to take any two of the following courses: 656, 657, 660, 661.

### • Graduation Requirements

To be considered for review by the Faculty and recommended to the Board of Trustees for the conferral of the Doctor of Psychology degree, students must have met all of the following criteria:

1. Satisfactory completion of 147 credit hours, including all required courses.
2. Satisfactory completion of 1,200 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades of "C" or "C+."
4. Fulfillment of the Residency Requirement.
5. Successful completion of the Written and Clinical Qualifying Examinations.
6. Successful completion of a Doctoral Dissertation and Oral Defense.
7. Satisfactory completion of an approved Internship.
8. Full payment of all outstanding tuition and fees.

## Course Descriptions

### Overview

A description of courses regularly offered appears on the following pages. All courses are listed with the prerequisites and credit which is awarded upon successful completion. In order to address a wide variety of topics of interest to students, additional courses varying from one to three credit hours are offered from time to time and are published in each term's *Course Schedule*.

### Courses

#### 001 Student Orientation

This mandatory orientation for new students provides an overview of Adler School policies and procedures, facilities, personnel, resources, and organizations. The clinical and competency requirements of degree and certificate programs are emphasized. Newly admitted students are expected to attend this half-day session prior to enrollment. (0 credit hours)

#### 030 Advanced General Psychology

This graduate course reviews major psychological theories and research. Subject matter presented in this course is prerequisite for admission into all degree and certificate programs and, thus, credit earned in this course is not applicable to any program. (0 credit hours)

#### 040 Advanced Abnormal Psychology

(formerly Course 405) This graduate course covers the development, symptoms, and patterns of maladaptive behavior. Topics covered include the onset and progression of developmental and psychological disorders. Students are introduced to current DSM categorization and classification of psychological phenomena. Subject matter presented in this course is prerequisite for admission into all degree and certificate programs and, thus, credit earned in this course is not applicable to any program. (0 credit hours)

#### 055 Continuous Enrollment

(formerly Course 555) Once enrolled, students are expected to remain registered in every term thereafter, except summer term, until completing the program to which they have been admitted. Students satisfy this requirement of maintaining active enrollment status by registering for Continuous Enrollment when not registering for other courses during the term until all degree requirements have been met. (0 credit hours)

**065 Doctoral Degree Candidate Continuation**

Doctoral students who have registered for the required nine hours of dissertation credit and have completed the internship requirement must register each term for this course and pay the required fee to remain in good standing. Failure to comply may result in dismissal from the Psy.D. program. (0 credit hours)

**335 Psychodrama**

Students are provided 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. The course is designed for self-improvement in addition to learning about the use of psychodrama as a therapy technique. (2 credit hours)

**347 The Use of Art in Counseling**

This course introduces students to the application of Adlerian theory through the use of art. The art experiences provided can be in one-to-one group counseling, or therapeutic situations. This experiential course is designed especially for counselors, occupational therapists, and teachers. (2 credit hours)

**348 Art-Related Techniques for the Classroom/ART**

This experiential course is designed to introduce the classroom teacher or guidance counselor to the use of art 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. (3 credit hours)

**351 Classroom Management & Cooperative Discipline**

Practical skills in understanding and dealing with day-to-day classroom management and the dynamics of interpersonal relations in everyday interactions are provided. The course focuses on the application of Adlerian principles for recognizing and dealing more effectively with verbal and nonverbal, rational and irrational communications, and the hidden agenda underlying behavior. (3 credit hours)

**352 Systematic Training for Effective Teaching/STET**

Effective approaches to discipline and motivation are presented. 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. (4 credit hours)

**353 Personal Leadership Styles in the Classroom**

Prerequisite: 351 or 352 recommended. This course explores the principles of counseling theory as it pertains to the educator's understanding of his/her own behavior and that of students. Classroom atmosphere, group problem solving and goal orientation, and individual differences in teaching styles are also explored. (3 credit hours)

**355 Kids in Crisis**

Students are provided with an understanding of the effects of social and familial stressors on children's learning and performance. Topics include divorce, blended families, dysfunctional family systems, substance abuse, physical and sexual abuse, and risk factors for depression and suicide. Strategies for working with children encountering these stressors are emphasized. (2 credit hours)

**356 Cultural & Gender Differences in the Classroom**

Issues relating to accepting, understanding, and working with diversity in the classroom are investigated. The focus is on racial, cultural, ethnic, class, religious, and gender differences and how these affect the social behavior and learning orientation of the students and the adjustments they require of the teacher. (2 credit hours)

**358 Learning Styles & Educational Impairments**

Strategies for individualizing within the classroom to accommodate individual differences in learning needs are explored. Students learn and apply techniques for maximizing learning for many types of children including those identified as gifted, slow learners, learning disabled, attention deficit disordered, and educationally disadvantaged. (2 credit hours)

**359 Building Self-Esteem: A Blueprint for Teachers**

Students study, experience, and apply techniques for assessing, improving, and maintaining increased levels of self-esteem in both students and teachers. The course focuses on the nature of self-esteem, cognitive distortions, preparing for an appropriate response to internal and external criticism, and the language of self-esteem. Modeling self-esteem for students, enhancing relationships with parents, and increasing overall classroom effectiveness are covered. (2 credit hours)

**360 Teacher Survival Skills**

In the context of current theory and research, practical skills for coping with the increasing demands on teachers are presented. Topics include assertive communication, problem-solving techniques, cognitive-behavioral approaches to stress management, and the prevention of burnout. (2 credit hours)

**362 Psychoeducational Assessment**

This course is designed to provide the student with a basic background for understanding assessment methods and standardized tests commonly utilized in educational settings. Students also learn to translate test results into implications for classroom interventions and individualized instruction. (2 credit hours)

**365 Child & Adolescent Disorders**

Participants investigate the development, symptoms, patterns, and context of abnormal behavior which impacts on classroom functioning. Topics include conceptualization of normal and abnormal behavior, implications of diagnostic labels, anxiety disorders, conduct disorders, attention deficit disorders, depression, and developmental disorders. (3 credit hours)



- 401 Principles of Adlerian Psychology**  
Prerequisites: 030 & 040 or the equivalent. Students learn the theoretical principles of Individual Psychology as a basis for understanding the development of the individual's creation of a unique style of living in the context of his/her original family constellation. This course addresses the affective dimensions of learning in a child's training and self-training; the selectivity of perception in the formation of biases; the purposiveness of behavior; creativity, self-determination, and the indivisibility of the person (holism). Topics include the embeddedness of the individual in culture and society; the logic of social living; the universal life tasks of friendship, love, and work; cooperation as necessary to the successful solution of the problems entailed in these tasks; the principle of equality; the dynamics of the inferiority feelings and the pursuit of self-esteem; and the normative role of the community feeling (social interest) in mental health and social progress. (3 credit hours)
- 411 Psychometric Methods**  
This course is designed to provide the student with a basic psychometric background for understanding assessment methods and standardized tests. Topics include construction and standardization of tests, reliability and validity, vocational and interest inventories, and aptitude tests. (2 credit hours)
- 415 Theories of Personality**  
A comparative study of the major theories of personality is presented. The nature of personality is examined from various points of view including psychodynamic, humanistic, existential, behavioral, and cognitive. (2 credit hours)
- 431 Group Leadership Training**  
Group leadership skills for an adult education setting, including parent or teacher education groups and marriage enrichment groups, are presented. Emphasis is on conducting an effective Adlerian-oriented education curriculum for lay audiences of parents, couples, and/or teachers. Students are required to lead or co-lead a time-limited group, under faculty supervision. (1 credit hour)
- 432 Group Leadership Supervision**  
Students engaged in leading a group are required to have faculty supervision and to register for group supervision. (0 credit hours)
- 441 Introduction to Substance Abuse**  
This introductory course is designed to provide an overview of chemical dependence and other addictive behaviors. Included is an overview of the information needed to assess and treat chemical dependence and other addictive behaviors; provide understanding of the difference between abuse and dependence; recognize dual disorders; and understand the basic physiological, pharmacological, and medical aspects of chemical dependence. Consideration for how these aspects apply to special populations such as minorities, adolescents, women, and HIV-positive clients are discussed. (4 credit hours)

- 442 Social & Clinical Aspects of Substance Abuse**  
Prerequisite: 441. Major theories of etiology, dynamics, and psychopathology of substance abuse are presented within the context of human development. Clinical concepts, terminology, and treatment modalities, including group, individual, and family counseling techniques are discussed. Importance of the clinical setting is discussed with emphasis on utilization of supervision, mandated limits of confidentiality, professional ethics, and staff dynamics. (4 credit hours)
- 443 Theories & Techniques of Substance Abuse Counseling I**  
Prerequisite: 442. Components of assessment and treatment are explored. The student learns and practices effective counseling skills in three areas: (1) intake assessment including crisis intervention, suicide risk, data gathering, recognition of symptoms, patient orientation, and making referrals; (2) treatment planning including recognition of relapse triggers, methods of documentation, and case presentations in staff meetings; and (3) case management including patient education, recognition of dynamics within counseling, utilization of support groups, and preparation of treatment summaries. (2 credit hours)
- 444 Theories & Techniques of Substance Abuse Counseling II**  
Prerequisite: 443. This course is designed to develop counseling skills concurrently with practicum field experiences. Emphasis is on written and oral case presentations in the areas of counseling skills, intake assessment, treatment planning, and case management. (2 credit hours)
- 445-446 Practicum in Substance Abuse Counseling I & II**  
Prerequisites: 441, 442, & permission of the Program Coordinator. Each student is involved in an approved field placement experience to integrate knowledge and skills in a clinical setting. Students are required to spend 200 hours per practicum (a minimum of 400 hours) in a supervised field experience. (2 credit hours each)
- 447-449 Substance Abuse Small Group Supervision I-III**  
Prerequisite: Concurrent with practicum. Small group supervision provides students with an opportunity to develop clinical skills, values, and attitudes in a supervised setting. (1 credit hour each)
- 451 Seminar in Education: Case Presentation**  
Prerequisites: 351 & 352. Students are responsible for presenting actual classroom situations and experiences in order to better understand and apply theory to the practice of dealing with classroom problems. A variety of approaches is explored through case presentation, role-playing, and structured exercises in small groups. (2 credit hours)
- 454 Art Therapy & the Elderly**  
This course explores the application of art therapy techniques for working with the elderly. Through lecture, discussion, video presentation, and structured art exercises, students are provided with a variety of practical techniques. (1 credit hour)

**455 Art Therapy: History & Development**

A historical and cross-cultural investigation of art and healing rituals starting with art of the Stone Age and including Masquerade in West Africa, Tibetan mandalas, Navajo Indian sand painting, and Art and the Sacred Dreamtime in Aboriginal Australia. (2 credit hours)

**456 Child & Adolescent Art Therapy**

Prerequisites: 347 & 401. This course focuses on child behavior, child assessment, and the art therapist's role in treatment. Students are experientially involved in art therapy techniques useful for working with normal and exceptional children. (2 credit hours)

**457 Comparative Art Therapy Theories**

Prerequisites: 347 & 401. The fundamental elements of the three modes of art therapy are presented through demonstration, discussion, and written assignments. Current ethical issues in art therapy are discussed. (2 credit hours)

**458 The Use of Art in Clinical Assessment**

Prerequisites: 347, 401, & 511. Students are introduced to purposes, issues, and the process of clinical assessment. Expressive components of artwork, psychological inference, and report writing are introduced. (2 credit hours)

**459 Dreamwork & Expressive Arts Therapy**

The Adlerian approach to dreams is presented. This experiential course provides an opportunity to learn the methods of psychodrama and art therapy to explore the meaning of dreams. Special emphasis is placed upon symbol and metaphor as guidelines for therapeutic change. (2 credit hours)

**461 Art Therapy Studio: Professional Development**

Prerequisite: 347. This course is a studio exploration of personal creativity, self-expression, and direct experience of the creative process with a focus on the relationship of creativity to art therapy. An orientation to the use of various art media within the therapeutic milieu is offered. (2 credit hours)

**462 Art Therapy & Psychopathology**

Prerequisites: 347, 401, 511, & 535. This course places emphasis on psychopathology and its relationship to creativity, showing selected applications of art therapy for specific populations. (2 credit hours)

**463 Art Therapy & Addictive Disorders**

Prerequisite: 347. This course focuses on issues of addiction, co-dependence, and approaches to recovery including working the 12-step program. Students learn group and individual art therapy approaches which can be used as intervention modes in treatment of the chemically dependent. (2 credit hours)

**464 Psychology of Artistic Creativity**

Prerequisite: 457. The psychological dynamics of artistic creativity are examined including an in-depth study of an individual artist and an in-class presentation of a self-designed art experiment based upon the life and work of that artist. (2 credit hours)

**465 The Use of Art in Marriage & Family Counseling**

Prerequisites: 347 & 401. Theories and techniques of marriage and family counseling combined with art experiments introduce the student to both evaluating and resolving marital and family issues and problems through readings, lectures, class discussions, and art activities. (2 credit hours)

**467-469 Small Group Supervision in Art Therapy I-III**

Prerequisite: Concurrent with Practicum 470. Small group supervision provides students with an opportunity to develop clinical skills, values, and attitudes in a supervised setting. (1 credit hour each)

**470 Practicum in Art Therapy**

Prerequisites: Permission of Program Coordinator and at least 35 credit hours in Art Therapy. This practicum requires 700 hours of clinical art therapy under the supervision of a registered art therapist. (7 credit hours)

**471 Continuing Case Seminar**

Prerequisite: 401. Students observe an instructor/therapist engage in psychotherapy or counseling with a volunteer client, beginning with the initial interview, through ongoing sessions (presented either live or on videotape). At the conclusion of each class, in the absence of the client, students discuss the therapy/counseling session with the instructor. (2 credit hours)

**498 Research Seminar**

This course integrates the student's academic program of study and clinical interests with an introduction to research design and methodology. Students are expected to conduct an extensive review of psychological literature and research from the field and prepare a major research paper in an area of special interest. Students in the doctoral program find this course helpful in preparing for the dissertation. Emphasis is placed on the use of the American Psychological Association standards for the preparation of manuscripts. Course 500, M.A. Graduate Paper, may be substituted for this course with the permission of the Dean of Students. (2 credit hours)

**499 Independent Study**

Prerequisite: Permission of the Dean of Students. Students in degree programs are provided with an opportunity to pursue advanced study in special areas which Adler School does not normally provide. 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**

Prerequisite: Permission of the Dean of Students. The M.A. Graduate Paper is a student-directed study conducted in consultation with an approved faculty member in any theoretical, methodological, or applied psychological area relevant to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler School guidelines and American Psychological Association standards. (2 credit hours)

**502-504 Small Group Supervision I-III**

Prerequisite: Concurrent with 506. The small group supervision series must be taken concurrently with the student's practicum experiences. Students are required to be actively counseling clients to register. (1 credit hour each)

**505 Professional Issues & Ethics**

The legal, ethical, and professional issues in the delivery of mental health services are examined. Topics include ethical standards, privacy, confidentiality, credentialing, mental health codes 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. (3 credit hours)

**506-508 M. A. Practicum I-III**

Prerequisites: Completion of a minimum of 30 credit hours of course work & permission of the Associate Dean of Clinical Training. M.A. students must complete a minimum of 200 hours of supervised clinical experience for each practicum. (2 credit hours each)

**511 Clinical Assessment & Interviewing**

Prerequisites: 040 or the equivalent & 401 or concurrent with 401. This initial clinical course is designed to provide students with basic principles and techniques of clinical interviewing and assessment. The course format includes discussions, demonstrations, and experience in conducting interviews. Techniques for understanding nonverbal behavior, speech and language, and interpersonal transactions are presented. Students are introduced to situational assessment, psychological inference, and report writing. (3 credit hours)

**515 Introduction to Life Style Diagnosis**

Prerequisites: 401 & 511. Students are introduced to the family constellation and to early recollections and their meaning, significance, and usefulness in helping to gain an understanding of the individual's life style and 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)

**516 Dream Interpretation**

Prerequisite: 515. The focus of this course is on dream interpretation. Students present their own dreams in a group setting. The techniques for analysis of dreams using Adlerian approaches and other dream theories & clinical techniques such as Freudian, Jungian, and Gestalt are presented. (2 credit hours)

**521 Introduction to Psychotherapy**

Prerequisite: 511 or concurrent with 401. This course presents an examination and analysis of the major theories, principles, and techniques of psychotherapy. Approaches presented include Freudian, Rogerian, Jungian, Adlerian, existential, humanistic, rational-emotive, and cognitive therapies. (2 credit hours)

**522 Adlerian Approaches to Psychotherapy**

Prerequisite: 521. The development of knowledge and practical application of Adlerian approaches to psychotherapy are presented. Special emphasis is placed upon the respective roles of the therapist and the client and the nature of the therapeutic relationship. The major features of the therapeutic situation, including rapport, analysis, interpretation, resistance, insight, changes in goals and movement, and termination, are examined. (2 credit hours)

**531 Theory & Practice of Group Psychotherapy I**

Prerequisite: 521. The history, theory, methods, and applications of group psychotherapy are examined, discussed, and demonstrated. The development of competency in group methods is enhanced through didactic presentation, role-playing, and participation in an ongoing group. (2 credit hours)

**532 Theory & Practice of Group Psychotherapy II: An Experiential Course**

Prerequisite: 531. Building on prior courses, this course examines the use of self and promotes development of group facilitation skills through the use of dynamic interaction and modeling. Inherent in the theoretical underpinnings of the course is the belief that all therapists have personal issues that can impede the therapeutic relationship and, thus, the client's progress. The class meets as a group in an unstructured format. Students process their experience in the here and now. The aim is to help students become more comfortable with themselves and, therefore, learn to relate more effectively and creatively in the group setting. (2 credit hours)

**533 Theory & Practice of Group Psychotherapy III: Application & Integration of Use of Self**

Prerequisite: 532. This course is designed to examine issues which surface once the student has a working knowledge of group psychotherapy theory. The course emphasizes current clinical work and involves participation

in role-playing situations. Students become sensitized to the evolving nature of group psychotherapy theories and to the changing professional models that are used in the field. At the beginning and end of the course, students conduct a therapy intervention, either in a simulated role-playing situation or through video or audio tapes. (2 credit hours)

**534 Advanced Seminar in Group Process:**

**Problem Solving in Group Psychotherapy**

Prerequisite: 531. This course explores issues in and techniques for dealing with various problems encountered in conducting groups. Such problems may include, for example, group resistance, transference and countertransference, acting out, boundary issues, and difficult patients. Issues pertaining to specific populations will be addressed. The focus is on enhancement of perceptual skills and strategies for working with groups. Students bring in examples and/or case material from their work. (2 credit hours)

**535 Psychodynamics of Psychopathology I: Adlerian**

Prerequisites: 040 or the equivalent & 401. An introduction to the psychodynamics of psychopathology from an Adlerian perspective is presented. (3 credit hours)

**536 Professional Development: An Experiential Course**

Prerequisite: 401 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, 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)

**541 Adlerian Approaches to Family Counseling**

Prerequisite: 401. This course focuses on the understanding of family dynamics. Discussion of the family system, issues of responsibility, academic and social inadequacies, rivalry and friction between children, and various forms of norm-violating behavior are included. (2 credit hours)

**543 Counseling Children & Adolescents**

This is a practical course emphasizing the basic principles and processes of counseling children and adolescents. Included are assessment of presenting problems, how to involve the family, legal and ethical issues specific to this population, assessment of suicide potential, and developmental issues. (2 credit hours)

**551 Introduction to Gerontology**

An introduction to the impact of biological, psychological, and sociocultural factors on the aging process. In addition to theoretical approaches, social factors such as living arrangements, sexuality, health care, the issues of retirement, and death and dying are explored. (3 credit hours)

**552 Aging & the Family**

Prerequisite: 551. Course topics include changing family functions and their consequences. Additional discussion is focused on work force participation, financial status, health status of the aged, and their implications for the family. (3 credit hours)

**553 The Psychology of Aging**

Prerequisite: 551. This course covers the psychological dynamics of adult development from middle age to death. Research and theory of the significance of retirement, physical disabilities, loss of loved ones, institutionalization, sensory and perceptual capacities, learning and memory, personality, and life review are presented. (3 credit hours)

**554-556 Practicum in Gerontology I-III**

Prerequisite: Permission of the Program Coordinator. Each practicum experience requires 200 hours in a geriatric field placement. (2 credit hours each)

**557-559 Small Group Supervision in Gerontology I-III**

Prerequisite: Concurrent with Practica 554-556. The small group supervision series complements the student's practicum experiences. Students make case presentations drawn from their work with clients. (1 credit hour each)

**560 Assessing Aging**

Prerequisite: 553. This course provides the necessary skills to ascertain the biological, cognitive, affective, and environmental aspects of aging through standardized and informal measuring tools. The results of these measurements are used to compile written summaries which include current level of functioning, the strengths and concerns of the individual, and treatment planning. (3 credit hours)

**561 Assessing Dementia & Alzheimer's Disease**

Prerequisite: 560. This course reviews formal and informal assessment tools for the measurement of dementia and the diagnosis of Alzheimer's disease. (2 credit hours)

**562 Remedial Techniques in Dementia & Memory**

Prerequisite: 561. Building upon assessment course findings, this course emphasizes the design and implementation of remedial techniques to assist individuals, professionals, and families coping with dementia and memory loss. (2 credit hours)

**563 Counseling Techniques with the Elderly**

Prerequisite: 553. This course is designed to develop skills in interviewing, individual and group counseling, and intervention techniques for older adults who are experiencing emotional problems or mental disorders. (2 credit hours)

**564 Psychopathology & Aging**

Prerequisite: 553. This course focuses on the biosocial and psychological factors relating to late onset psychopathology. Relevant research and theoretical models are presented. (3 credit hours)

**566 Loss & Grieving**

This course explores the dynamics of loss and mourning in normal development as they contribute to psychopathology. Participants examine the role of the therapist in assisting individuals in coping with loss of function or role, death, and spirituality. (2 credit hours)

**601 Practicum Seminar I: The Psychological Report**

Prerequisites: Concurrent with Practicum 611, 627 required, 628 & 629 recommended. This course presents a format for writing a psychological report based upon clinical interview and psychological test instruments. It is recommended that students take this seminar concurrent with their first doctoral practicum. (3 credit hours)

**602 Practicum Seminar II: Preparation for Professional Practice**

Prerequisite: Concurrent with Practicum 612. Topics covered in this course include networking, professional associations, professional relationships, consultation, teaching, private practice, and supervision. Additional functions and responsibilities performed by psychologists are introduced. (3 credit hours)

**603-606 Psy.D. Practicum Seminars III-VI**

Prerequisite: Concurrent with Psy.D. practica 613-616. 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 discussion, case presentation, role-playing, and structured exercises. (1-2 credit hours each)

**611-616 Psy.D. Practica I-VI**

Prerequisites: Second year Psy.D. status & permission of Associate Dean of Clinical Training. During the second and third years of the doctoral program, each student is involved in supervised practica experiences. Students are expected to spend at least one to two days per week in a practicum placement. The Office of Clinical Training assists each student in identifying a practicum placement in various agencies, hospitals, mental

health centers, other human service organizations, and the School's Rudolf and Sadie "Tee" Dreikurs Psychological Services Center. Students are required to obtain at least 1,200 hours of supervised clinical experience and assessment 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. A maximum of 600 hours of graduate-level credit may be transferred from another college or university. Supervision must have been provided by a licensed, doctoral-level psychologist. (2 credit hours each)

**617 Research Seminar in Group Psychotherapy**

Prerequisite: 531. This course examines group psychotherapy research with a focus on process and outcome. Students have the opportunity to explore an area of interest that culminates in a theoretical or applied project. Research and evaluation methods regarding individual and group level changes are covered. (2 credit hours)

**618 Practicum in Group Psychotherapy**

Prerequisites: 531 & permission of the Program Coordinator. Each student is expected to participate in a field placement for a minimum of 300 hours. Approved placements provide group psychotherapy as a treatment modality and emphasize supervision of students in the setting. (2 credit hours)

**622 Advanced Life Style Diagnosis**

Prerequisite: 515. This course is a continuation of the introductory course in life style diagnosis. Major attention is on the administration, interpretation, and utilization of life style assessment. (3 credit hours)

**625 Life Span I**

This first course in the human development sequence emphasizes psychological development from prenatal life through mid-adolescence. This course focuses primarily on the theories and application of normal development within a sociocultural concept. (3 credit hours)

**626 Life Span II**

Prerequisite: 625. Social, cultural, biological, and psychological issues of adolescence, adulthood, and aging are presented. Cognitive functioning, adult life transitions, psychosocial aspects of adulthood, coping and adaptation, work and retirement, bereavement, and related issues are explored. (3 credit hours)

**627 Assessment I: Intelligence Testing**

Prerequisite: Admission to the Psy.D. program. This course is an introduction to principles, theories, and practice of psychological assessment, administration, scoring, interpretation, and report writing. Focus is on the theory and application of standard intelligence assessment instruments. (3 credit hours)

**628 Assessment II: Personality Inventories**

Prerequisite: 627. This second assessment course concentrates on personality assessment, covering a broad range of instruments in current clinical usage. Students administer, score, and interpret major instruments including the MMPI, 16PF, Word-Association, Bender-Gestalt, House-Tree-Person, and Sentence Completion. (3 credit hours)

**629 Assessment III: Projective Testing**

Prerequisite: 628. Assessment of personality using the Rorschach, Thematic Apperception Test, CAT, and other projective instruments are presented. Students are required to administer, score, and interpret the various projective tests presented and prepare psychological reports from that data. (3 credit hours)

**630 Psychophysiology I: Theory**

Physiological bases of behavior, including structure and functioning of the central and autonomic nervous system, endocrine system, sensation, motivation, and memory, are discussed. Neuroanatomy, physiology, and theoretical formulation of neurological bases for psychological and behavioral effects and the use of neuropsychological assessment tests are introduced. (3 credit hours)

**631 Psychophysiology II: Clinical Applications**

(formerly Course 672) Prerequisite: 630. The clinical application of neuropsychology, including degenerative diseases, neurolinguistic disorders, memory impairments, neuropsychology of alcohol and drug abuse, epilepsy, trauma, cerebrovascular disorders, and mental illness, is the emphasis of this course. The student gains an understanding of how various brain dysfunctions are manifested in varying disease processes and disorders. (2 credit hours)

**632 Cognitive-Affective Bases of Behavior**

Prerequisite: 633 or concurrent with 633. This course emphasizes a synthesis of recent theoretical developments in cognitive-affective bases of behavior. Selected topics are taken from learning, thinking, motivation, sensation, visual perception, maturation, emotions and feelings, concept formation, and language. (3 credit hours)

**633 Perception, Motivation, & Learning**

The historical, experimental foundations of perception, motivation, and learning and their application to clinical practice are reviewed. (2 credit hours)

**634 History & Systems**

A survey of the historical development of scientific psychology is presented. Major schools of psychology including psychodynamic, structuralism, functionalism, humanistic, existential, behavioral, and Gestalt are examined. Viewpoints and theories such as those of Freud, Adler, Jung, Maslow, Skinner, and Wundt are discussed. (3 credit hours)

**635 Introduction to 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)

**638 Research I: Inferential Statistics & Methodology**

Prerequisite: 411 or the equivalent. An introduction to concepts and applications of descriptive and inferential statistics is presented. The focus is on the basic statistical methods of data analysis, t-test, F-test, probability, Chi-square, nonparametric statistics, and the analysis of variance. (3 credit hours)

**639 Research II: Multivariate Statistics & Methodology**

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)

**640 Research III: Advanced Psychometrics**

(formerly Course 648) Prerequisites: 411 or the equivalent & 639. This course focuses on measurement theory and practice. Current psychometric issues are discussed such as scaling, item analysis, latent trait theory, and Bayesian statistics. (2 credit hours)

**642 Social Psychology**

A study of the impact of social psychological forces on the individual is presented. Themes include social learning theory, personality development, and behavior in the context of social groups, psychological issues, sexual liberation, and ethnic conflict. (2 credit hours)

**643 Advanced Psychotherapy**

Prerequisites: 522 & concurrent with Psy.D. practica. This advanced course addresses specific topics in psychotherapy with individuals and variations in therapeutic approach required in different clinical situations. Attention is given to differences in goals, content, and process at various stages of therapy. Students are required to present clinical material. (3 credit hours)

**644 Psychopathology: Child & Adolescent**

Prerequisite: 040 or equivalent. An understanding of the major psychological disorders of childhood and adolescence is provided. The focus is on the interaction of biogenic, familial, environmental, and sociocultural factors. The importance of individual differences and responsibility in utilizing diagnostic labels is stressed. (3 credit hours)

**645 Psychopathology: Anxiety Based & Personality Disorders**

Prerequisite: 040 or equivalent. Clinical manifestations of psychopathology in adults are examined in this course. Topics covered include phobias, dissociative and somatoform reactions, and personality and psychosexual disorders. (3 credit hours)

**646 Psychopathology: Psychotic & Depressive Disorders**

Prerequisite: 040 or equivalent. Psychotic disorders, including the schizophrenias and mood disorders, are covered. (3 credit hours)

**647 Psychodynamics of Psychopathology II: Adlerian**

Prerequisites: 040 or equivalent, 401, 535, 644, 645, & 646. The psychodynamics of psychopathology from an Adlerian perspective are presented. The creation, maintenance, and purpose of symptoms will be emphasized with the primary focus on the therapeutic strategies and treatment of neurosis, psychosis, personality, and psychosomatic disorders. (3 credit hours)

**650 Psychopharmacology**

Prerequisite: 630 or concurrent with 630. The basic scientific principles and clinical information needed for a basic understanding of the uses and limitations of the major classes of psychopharmacologic agents are presented. Students are introduced to major psychotropic drugs, their clinical application, and the side effects in the management and treatment of psychological and behavioral disorders. (2 credit hours)

**652 Supervision**

Prerequisites: Admission to the Psy.D. program & permission of the Instructor. A review of the literature of supervision is presented. Students are provided an opportunity to develop supervision skills and supervisory styles. The course includes experience in supervising other students engaged in clinical activities. (1 credit hour)

**653 Rehabilitation Psychology**

Prerequisite: Admission to Psy.D. program; 630 recommended. A holistic approach to the treatment of the physically or mentally disabled is presented. In addition to psychological factors, vocational evaluation and the work adjustment of the handicapped are discussed. (2 credit hours)

**654 Human Sexuality**

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

**655 Professional Issues & Ethics in Marriage & Family Therapy**

Prerequisite: 505. Legal, ethical, and professional issues which are unique to the practice of marriage and family therapy are examined. Ethical standards for marriage and family therapists are studied. Dilemmas of the systems model with respect to issues such as diagnosis, insurance, hospitalization, and legal testimony are explored. (1 credit hour)

**656 Marriage & Family Systems I**

(formerly Course 662) Basic concepts of systems theory are presented. Students are introduced to theoretical frameworks for analysis of family and other natural systems. Systemic viewpoints of psychopathology are discussed. (3 credit hours)

**657 Marriage & Family Systems II**

Prerequisite: 656. This course takes an in-depth look at the family life cycle. Similarities and differences between the stereotypical American middle class family and the ethnic family, low-income family, single parent, and step family are presented. The family life cycle is defined as a framework for assessment and treatment. (3 credit hours)

**658 Marriage & Family Systems III**

Prerequisite: 656. The stages of a healthy marriage are examined. Issues of intimacy, sex, conflict management, and negotiation of differences are discussed. Utilizing role-playing techniques, the problems and issues of healthy marriage development are demonstrated. (3 credit hours)

**659 Marriage & Family Research Seminar**

(formerly Course 641) Prerequisites: 498 or equivalent & permission of Program Coordinator. Systemic perspectives and unique problems in researching marital and family systems and therapy outcome are emphasized. (2 credit hours)

**660 Marriage & Family Therapy I**

(formerly Course 656) Prerequisites: 431 & 541. The major theoretical approaches to systems therapy including strategic, structural, contextual, and object-behavioral models are presented. Also included in this course is the investigation of trans-generational problems and symbolic structures in families. (3 credit hours)

**661 Marriage & Family Therapy II**

Prerequisite: 660. This is an advanced course on the theory and application of intervention techniques to family and marital systems. In depth study of major models of marital and family therapy are presented. (3 credit hours)

**662 Marriage & Family Therapy III**

(formerly Course 663) Prerequisite: 661. Models of brief systemic therapy are presented with emphasis on the application of systems therapy to a variety of special populations through extensive role-playing of clinical situations. Emphasis is on the presentation of case material and the role-playing of family therapy situations. (3 credit)

**664-666 Practicum in Marriage & Family I-III**

Prerequisites: 541, 656, 661, & permission of the Program Coordinator. Students are expected to spend approximately two days per week in an approved practicum placement with a primary focus on marriage and family therapy. Students are required to obtain at least 500 hours of supervised clinical experience with couples and families. (2 credit hours each)



- 667-669 Small Group Supervision in Marriage & Family I-III**  
Prerequisite: Concurrent with Marriage & Family Practica. Students are required to be actively counseling couples and families in order to register. Students must also have the ability to present audio or video tapes and/or live sessions for supervision. Rotating case presentations allow focus on intervention skills and theoretical analysis. (1 credit hour each)
- 670 Cultural Differences in Psychotherapy**  
Prerequisite: 642. Presented are psychotherapy issues pertinent to the counseling of diversity: racial, cultural, ethnic, class, and religious. The effects of history, values, childbearing practices, male-female relationships, and mores are covered. Culturally specific theory is introduced. Groups emphasized include Hispanic, African American, Asian, and American Indian. (2 credit hours)
- 671 Seminar: Cultural Differences in Psychotherapy**  
These special topic courses focus on specific issues related to racial, cultural, ethnic, class or religious issues. (1 or 2 credit hours)
- 675 Gender Issues in Psychotherapy**  
Prerequisite: 642. This course discusses the role of gender as it relates to personality development, life decisions, attitudes, and options. Male, female, and sexual orientation issues are covered. The relationship between gender and the psychotherapeutic process is explored. (2 credit hours)
- 676 Seminar: Gender Issues in Psychotherapy**  
These special topic courses focus on issues related to gender: female, male, and lesbian/gay issues. (1 or 2 credit hours)
- 680 Conflict Management**  
Prerequisite: 532. Concepts and skills in understanding and utilizing conflict in small groups, intergroup conflict, and interpersonal conflict are presented. The basic modality is structured exercises involving competition between competing subgroups. (2 credit hours)
- 681 Negotiation Skills**  
Prerequisite: 680. The principles, concepts, and skills in managing negotiation as a functional modality in all interpersonal and intergroup relationships, particularly in organizational and power contexts, are presented. Structural negotiating tasks are assigned to individual pairings and collaborating subgroups. (2 credit hours)
- 682 Group Supervision**  
Prerequisite: 681. This course includes an intensive experience in co-leading a small group with a senior faculty member each week with debriefing and planning after each session. Each student co-leader is required to meet with his/her senior co-therapist in addition to co-leading his/her group. (2 credit hours)

- 683 Child & Adolescent Assessment I: Intelligence & Achievement**  
Prerequisite: 627. This course focuses on standard intelligence and achievement tests and batteries for children and adolescents including WISC-3, Stanford-Binet, WJ-R, K-TEA, and WRAT-R. (2 credit hours)
- 684 Child & Adolescent Assessment II: Personality**  
Prerequisite: 629. This course focuses on personality assessment of children and adolescents covering application of a broad range of standard personality instruments to this special population. Instruments and procedures include MMPI-A, PIC, Kiddie-SADS, House-Tree-Person, Bender, Rorschach, TAT, and Roberts TAT. (2 credit hours)
- 685 Play Therapy & Nonverbal Methods with Children & Adolescents**  
Prerequisite: 543. Play therapy techniques as they apply to problems of children and adolescents are introduced. Included are play therapy assessments, materials needed, approaches to play therapy from different orientations, and transfer of gains made to parent-child and child-school relationships. (2 credit hours)
- 686 Cognitive-Behavioral Interventions with Children & Adolescents**  
Prerequisite: 543. The application of cognitive-behavioral therapy to problems of children and adolescents is presented. Included are assessment of presenting problems from a cognitive-behavioral perspective, self-regulation training, stress inoculation, and cognitive-behavioral approaches to depression in children and adolescents. (2 credit hours)
- 698 Special Topics Seminars in Psychology**  
This designation allows for a variety of courses not normally offered on a regular basis by Adler School. Special courses on a variety of psychological topics, both theoretical and applied, are offered. Credit earned may be counted toward fulfillment of elective credit. (1-3 credit hours)
- 699 Doctoral Dissertation**  
Prerequisite: Proposal approved by Dissertation Committee. The Doctoral Dissertation is the final product of the student's academic experience and clinical training in the doctoral program. The dissertation 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 makes a contribution to the field of Adlerian Psychology and to the discipline of psychology in general. Students are expected to register for three consecutive terms. (9 credit hours)
- 700 Internship**  
Prerequisites: Successful completion of the Written & Clinical Qualifying Examinations & permission of the Associate Dean of Clinical Training. Following completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 hours of training over a 12-24 month period. Most internships normally require a



one-year, full-time commitment. In special cases, a two-year, one-half time internship may be obtained. 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 Office of Clinical Training assists students in identifying appropriate sites for an internship. (0 credit hours)

#### **701 Doctoral Dissertation Seminar**

Intended for students who have begun the dissertation process, these seminars focus on the selection of a topic and the various stages of the dissertation process. (0 credit hours)

#### **702 Doctoral Internship Seminar**

Taken concurrently with the internship, these seminars discuss issues and concerns that arise during the internship experience. Students who are on internship at a facility which makes it difficult to attend these meetings have an opportunity to receive a video of the meetings. (0 credit hours)

#### **710 Theories & Techniques of Clinical Hypnosis I**

Prerequisite: Permission of Program Coordinator. Students are introduced to the essentials of clinical hypnosis. Topics covered include definitions of, myths and misconceptions about, and stages of hypnosis (depth); the measurement of hypnotizability; dangers and adverse reactions; and ethics and professional issues. Applications of clinical hypnosis include discussion and demonstration of induction and deepening, formulating suggestions, self-hypnosis, ideomotor exploration/signals, resistance to hypnosis, and principles of age regression. Treatment issues include pain management, ego strengthening, Ericksonian methods, use of metaphor, indirect techniques, and habit disorders. (3 credit hours)

#### **711 Theories & Techniques of Clinical Hypnosis II**

Prerequisite: permission of Program Coordinator; 710 recommended. Topics include contemporary theories of clinical hypnosis, further discussion of ethics and professional issues, confusion techniques, advanced induction, deepening, phenomena, time distortion/age progression, hypnotherapy with children, hypnoanalytic techniques, and group hypnosis. Treatment methods will address psychosomatics and medicine; Ego-state therapy; borderline, multiple personality, and dissociative disordered patients; post-traumatic stress disorders; emergencies; and forensic hypnosis and issues. (3 credit hours)

#### **712 Clinical Hypnosis Skills Seminar I**

Prerequisites: 710 or 711 & permission of Program Coordinator. Students are provided with introductory experiences in hypnotic induction and treatment methods. In this course, students begin learning and practicing the methods of clinical hypnosis application. The course is experiential in nature utilizing brief lecture, discussion, live and videotaped demonstrations, and supervised practice. (3 credit hours)

#### **713 Clinical Hypnosis Skills Seminar II**

Prerequisites: 710 & 711 or concurrent with 711 & permission of Program Coordinator. The format includes brief lecture, case presentation, and discussion using live and videotaped demonstrations in addition to practice. Students are required to have previous experience using hypnosis. (3 credit hours)

#### **714 Research Seminar in Clinical Hypnosis**

Prerequisites: Enrollment in the Clinical Hypnosis Certificate program, 710 & 711, & permission of the Program Coordinator. This course affords students the opportunity to study the methodology and issues in experimental and clinical hypnosis research. In addition, students pursue a topic area of special interest. This pursuit can be with the support of a mentor (faculty or nonfaculty) and leads each student to produce a major paper on the subject. (2 credit hours)

#### **715 Practicum in Clinical Hypnosis**

Prerequisites: Enrollment in the Clinical Hypnosis Certificate program, 710, 711, & 712, & permission of the Program Coordinator. Students must complete a minimum of 200 contact hours of direct service, supervision, and other related activities at approved sites that use hypnosis extensively. Supervision must be rendered by an individual qualified by both education and training to supervise hypnotic treatment. Supervisors must be approved by the Program Coordinator. (2 credit hours)

#### **720 Beginning Neuropsychological Assessment**

Prerequisites: Admission to doctoral program & permission of Program Coordinator; 601, 602, 611, 612, 629, 631, 644, 645, & 646. This course provides basic development of skills and techniques used in neuropsychological assessment. Various neuropsychological tests and techniques are demonstrated. Through the use of class discussions and case presentations, the various aspects of neuropsychological assessment, including the initial interview, test taking behavior, test interpretation, individual variability, qualitative analysis, and report writing, are discussed. (2 credit hours)

#### **721 Intermediate Neuropsychological Assessment I:**

##### **Language, Movement & Perception**

Prerequisite: 720. This course covers background and theory of language/aphasia, perception/agnosia, and movement/apraxia as brain-related phenomena. Classification of the strengths and deficits in these abilities resulting from brain dysfunction are provided and assessment techniques for use with brain-damaged population are explored. Students acquire the knowledge to recognize brain-related impairment in these areas and learn beginning level tests of aphasia, agnosia, and apraxia. Students also develop passing familiarity with specialty issues and techniques, professional issues and ethics, and recovery of function and rehabilitation issues which are covered in more depth in advanced courses. (2 credit hours)

**722 Intermediate Neuropsychological Assessment II: Memory & Executive Function**

Prerequisite: 721. This course builds on the theoretical background by presenting assessment batteries and instruments. Several tests and batteries are presented to demonstrate their uses in diagnosis, prognosis, and treatment recommendations. (2 credit hours)

**723 Advanced Neuropsychological Assessment**

Prerequisite: 722. This course provides the student with a range of diagnostic and assessment skills involving the integration of knowledge related to clinical interviewing and observation, various neurologic and neuropsychologic diseases, and a flexible approach to neuropsychological assessment. This course focuses on adult clinical neuropsychology. (2 credit hours)

**724 Practicum Seminar in Neuropsychology I & II**

Prerequisite: Concurrent with 726 or 727. This course focuses on discussion of theoretical, practical, and ethical concerns in neuropsychology. (1 credit hour each)

**725 Neurological Intervention Techniques**

Prerequisite: 723. This course is designed to teach the student neuropsychological intervention strategies which are based on a thorough assessment of the client's neuropsychological strengths and weaknesses. Intervention strategies for various neuropsychological disorders, including memory deficits, executive functioning deficits, visual deficits, and language deficits, will be discussed. (2 credit hours)

**726 Neuropsychology Practicum: Assessment**

Prerequisites: 722 & permission of the Program Coordinator. This 400-hour practicum provides clinical experience in the administration and interpretation of neuropsychological testing instruments under the supervision of a neuro-psychologist. The student learns how to develop a test battery based on the referral question which allows assessment not only of the neuropathology but also of other factors which might contribute to the disorder. (4 credit hours)

**727 Neuropsychology Practicum:**

**Chronic or Acute Rehabilitation Strategies**

Prerequisites: 722 & permission of the Program Coordinator. This 400-hour practicum focuses on a supervised clinical experience in intervention techniques for neurologically-impaired patients with either chronic or acute disorders. This practicum must be done under the supervision of a neuro-psychologist. (4 credit hours)

**728 Pediatric Neuropsychological Assessment I**

Prerequisite: 720. This course provides beginning level training in neuro-psychological assessment of children. Focus is on assessment of trauma in the developing brain. A variety of neuropsychological instruments are used. The importance of obtaining a detailed history is stressed. (2 credit hours)

**729 Pediatric Neuropsychological Assessment II**

Prerequisite: 728. The focus of this course is on the interpretation of neuropsychological test results of children. Students are required to write assessment reports which incorporate history, behavior, and test results. (2 credit hours)

**755 College Teaching of Psychology**

(formerly Course 655) Prerequisite: Permission of Instructor. This seminar on teaching methods includes 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)

**995 Master of Arts Oral Examination**

Prerequisite: Completion of all M.A. requirements. This examination re-quires the student to integrate the material learned in classes and readings and to answer questions on a wide variety of topics from an Adlerian perspective (0 credit hours)

**996 Doctoral Written Qualifying Examination**

Upon completion of the prerequisite courses, doctoral students are required to pass a Written Qualifying Examination. (0 credit hours)

**997 Doctoral Clinical Qualifying Examination**

Prerequisite: Successful completion of the Doctoral Written Qualifying Exam (996). Prior to beginning internship, the student is required to pass the Clinical Qualifying Examination. (0 credit hours)

**998 Doctoral Oral Defense**

Prerequisite: Permission of the Doctoral Dissertation Committee. The student is required to defend his/her Doctoral Dissertation during the Doctoral Oral Defense. (0 credit hours)

## Core Faculty

### Roseanne Boldt

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Board of Medical Psychotherapists; Licensed Clinical Psychologist;  
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**Calendar**

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|--|--|
| <b>FALL TRIMESTER 1995</b><br>Trimester Begins<br>September 26<br>Yom Kippur Observed<br>October 4<br>Thanksgiving Holiday<br>November 23-26<br>Trimester Ends<br>December 8                 | <b>FALL TRIMESTER 1996</b><br>Trimester Begins<br>September 24<br>Thanksgiving Observed<br>November 28-December 1<br>Trimester Ends<br>December 6  |
| <b>WINTER TRIMESTER 1996</b><br>Trimester Begins<br>January 2<br>Martin Luther King, Jr., Day Observed<br>January 15<br>Trimester Ends<br>March 11   | <b>WINTER TRIMESTER 1997</b><br>Trimester Begins<br>January 2<br>Martin Luther King, Jr., Day Observed<br>January 20<br>Trimester Ends<br>March 14   |
| <b>SPRING TRIMESTER 1996</b><br>Trimester Begins<br>March 25<br>Good Friday Observed<br>April 5<br>Easter Observed<br>April 7<br>Memorial Day Observed<br>May 27<br>Trimester Ends<br>June 3 | <b>SPRING TRIMESTER 1997</b><br>Trimester Begins<br>March 24<br>Good Friday Observed<br>March 28<br>Easter Observed<br>March 30<br>Memorial Day Observed<br>May 26<br>Trimester Ends<br>June 2 |
| <b>SUMMER TERM 1996</b><br>Term Begins<br>June 17<br>Independence Day Observed<br>July 4<br>Term Ends<br>August 30   | <b>SUMMER TERM 1997</b><br>Term Begins<br>June 16<br>Independence Day Observed<br>July 4<br>Term Ends<br>August 29   |

**FALL TRIMESTER 1997**

Trimester Begins September 22  
 Rosh Hashana Observed October 2  
 Yom Kippur Observed October 11  
 Thanksgiving Observed November 27-30  
 Trimester Ends December 2

**WINTER TRIMESTER 1998**

Trimester Begins January 5  
 Martin Luther King, Jr., Day Observed January 19  
 Trimester Ends March 16

**SPRING TRIMESTER 1998**

Trimester Begins March 23  
 Good Friday Observed April 10  
 Easter Observed April 12  
 Memorial Day Observed May 25  
 Trimester Ends June 1

# Tuition & Fee Schedule

|  | Effective |                     |
|--|-----------|---------------------|
|  | Fall 1996 | Effective Fall 1997 |
| Add/Drop Fee (per occurrence) .....                      | \$ 25.00  | \$ 25.00            |
| Application Fee (nonrefundable) .....                    | 50.00     | 50.00               |
| Audit Fee (per credit hour) .....                        | 150.00    | 150.00              |
| CE Certificate Processing Fee .....                      | 20.00     | 20.00               |
| Continuous Enrollment Fee (per term) .....               | 175.00    | 175.00              |
| Deferred Tuition Plan (per credit hour) .....            | 12.50     | 12.50               |
| Doctoral Clinical Qualifying Exam (nonrefundable) ..     | 175.00    | 175.00              |
| Doctoral Degree Candidate Continuation Fee (per term)    | 300.00    | 300.00              |
| Doctoral Dissertation (per credit hour) .....            | 250.00    | 295.00              |
| Doctoral Internship (\$350 per term for four terms) .... | 1,400.00  | 1,600.00            |
| Doctoral Oral Defense (nonrefundable) .....              | 175.00    | 175.00              |
| Doctoral Written Qualifying Exam (nonrefundable) ..      | 175.00    | 175.00              |
| Graduation Fee (nonrefundable) .....                     | 175.00    | 175.00              |
| Late Examination Fee (per occurrence) .....              | 50.00     | 50.00               |
| Late Payment Fee (per occurrence) .....                  | 50.00     | 50.00               |
| Late Registration Fee .....                              | 50.00     | 50.00               |
| Library Fee (nonrefundable per term) .....               | 35.00     | 40.00               |
| M.A. Qualifying Examination Fee (nonrefundable) ...      | 175.00    | 175.00              |
| Professional Liability Insurance .....                   | 45.00     | 45.00               |
| (per term practicum/internship)                          |           |                     |
| Returned Check Fee (per occurrence) .....                | 25.00     | 35.00               |
| Student Activity Fee (nonrefundable per term) .....      | 35.00     | 35.00               |
| Official Transcript Fee .....                            | 7.00      | 10.00               |
| Tuition Deposit (nonrefundable) .....                    | 200.00    | 200.00              |
| Tuition (per credit hour) .....                          | 295.00    | 315.00              |

*All fees are in U.S. dollars.*

**Note: the Adler School reserves the right to revise its schedule.**