

1997-1998

Report of the Commission on the State of the Environment

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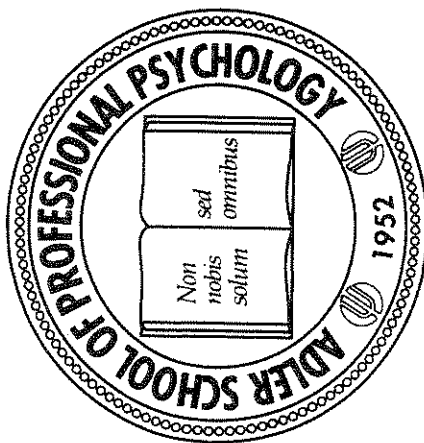
1997-1998

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# Adler School of Professional Psychology

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Catalog  
1997-1999



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

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**The School: An Overview**

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. The Adler School, formerly known as the Alfred Adler Institute of Chicago, has enjoyed international recognition for the expertise of its faculty and 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 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 experiences. Courses are scheduled 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.

For further information about the Adler School, visit our web site at [www.adler.edu](http://www.adler.edu).

**Accreditation & Approvals**

The Adler School of Professional Psychology is accredited by the North Central Association Commission on Institutions of Higher Education, 30 North LaSalle Street, Suite 2400, Chicago, IL, 60602-2504, (312) 263-0456. In addition, the School is a member of the National Association of Independent Colleges and Universities, the North American Society of Adlerian Psychology and (NASAP), the International Association of Individual Psychology, the Illinois Committee on Black Concerns in Higher Education, 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 freestanding psychology schools in the nation. North Central accreditation was first received in 1978.

The Adler School's programs are approved for veterans' education by the State Approving Agency for Veteran's Education. The Adler School 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).

A number of continuing education opportunities are held throughout the year in areas such as addictions, gender, ethnoculture, and gerontology. Many 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.

## Faculty

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

The accessibility of faculty 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.

The School's 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 an office building overlooking the Chicago River. Facilities include classrooms, administrative and faculty offices, assessment and observation laboratories, a library, book store, and a 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 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.

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, (800) 227-5695 (toll-free) or (317) 232-1320.

## Degree & Certificate Programs

The Adler School recognizes that many students are not able to undertake graduate study on a full-time basis and, therefore, offers a number of programs that can be taken on either a full-time or part-time basis in the following areas:

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

in Clinical Psychology

### Masters of Arts in:

- Counseling
- Counseling: Art Therapy
- Counseling & Organizational Psychology
- Gerontological Psychology
- Marriage & Family Counseling
- Substance Abuse Counseling
- Classroom Psychology \*

### Certificates in:

- Adlerian Psychotherapy
- Art Therapy Counseling
- Clinical Hypnosis
- Clinical Neuropsychology
- Ethnocultural Diversity
- Gender Studies
- Gerontological Psychology
- Group Psychotherapy
- Marriage & Family Therapy
- 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.

\* This program is offered only at the Adler School of Professional Psychology British Columbia.

### • 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-Docline, students have computer access to learning materials from all over the country.

### • Book Store

The Adler School Book Store provides educational resources for students and faculty. Student textbooks and required or recommended reading materials are available. In addition, the book store carries other psychology-related publications, psychological tests, audio and video taped programs, including material on child rearing, family counseling, substance abuse, and more. A number of these materials have been produced or published by the Adler School.

The Adler School Book Store is internationally known as the source for specialized Adlerian and family education materials. Purchases may be made in person, and credit card orders are accepted by telephone, facsimile, and mail from students, parents, educators, mental health professionals and organizations, and other colleges throughout the world. For further information, a current catalog, or to place an order, phone (312) 201-5900, ext. 228, or fax (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, neuropsychological assessment, forensic evaluations, support groups, parenting classes, consultation, vocational assessment, psychological testing and psychoeducational programs. Professional services are provided by master's, doctoral, and post-doctoral level clinicians under the supervision of licensed psychologists, counselors, and clinical social workers 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.

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. Programs and services are designed to 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. Clients may be eligible to have fees paid for in part or full by health insurance, Medicare, or other sources. Services are provided during the daytime, evenings, and weekends. Additional information may be obtained by calling (312) 201-5900, ext. 248.

### Off-Campus Programs

A number of classes are offered from time to time at off-campus locations throughout the greater Chicago area. In addition, 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
- Robert Morris College in Chicago, Illinois

For more information about the offerings at these locations, contact the Office of Admissions at the Adler School in Chicago.

### Nondiscrimination Policy

The Adler School of Professional Psychology is an Affirmative Action Equal Opportunity Institution committed to nondiscrimination and equal opportunity in employment and education regardless of race, color, religion, sex, national origin, sexual orientation, disability, 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. In these endeavors, the Adler School shall promote nondiscrimination and equal opportunity through a positive and continuing affirmative action program and shall make a major effort to identify and eliminate underutilization of minority members and females in the student body, faculty, and staff. Furthermore, the Adler School shall make reasonable accommodations on the basis of physical and mental disability in accordance with the Americans with Disabilities Act (ADA).

- 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.

## Rights Reserved

This **Catalog** and the contents contained herein are not to be construed as a binding contract between the Adler School and the student. The **Catalog** merely presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same.

Questions, concerns, or complaints regarding School policy and practice or protection afforded individuals against discrimination should be directed to the president's office. In addition, all individuals have the right to contact the Illinois Department of Human Rights (IDHR), (312) 814-6200 or TDD (312) 263-1579, and/or the United States Equal Employment Opportunity Commission (EEOC), (312) 353-2713 or TDD (800) 669-3362. A charge with IDHR normally must be filed within 180 days after the date that a civil rights violation allegedly has been committed. A charge with EEOC must be filed within 300 days of the incident.

## 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.

Recruitment and retention of a diverse student body is important to prepare 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, returning students, change-of-career students, women, and persons of minority heritage in its programs;



The Adler School reserves the right to refuse to admit or readmit any student at any time should it be deemed necessary in the interest of the student or of the School to do so. Furthermore, the Adler School reserves the right to require the withdrawal of any student at any time who fails to give satisfactory evidence of academic ability, earnestness of purpose, or active cooperation in all requirements for acceptable program completion.

The Adler School reserves the right to change, as necessary, without advance notice, its admission requirements, rules, policies, tuition, fees, curricula, courses, course content, and graduation requirements and to apply such changes to present and new students alike. The course offerings and requirements are continually under examination, and revisions are expected.

## General Information

### Registration

Students may register for courses in person, by mail, by FAX, or E-mail (registrar@adler.edu). Registration and tuition payment plan deadlines are published in each term's schedule. Students who register after the registration deadline will be charged a 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 from the Dean of Students.

### Continuous Enrollment

Once enrolled, students are expected to remain registered in every term until completing the program to which they have been admitted. Students who fail to register for two consecutive terms will have their admission status cancelled unless they have previously obtained an approved leave of absence. Students whose admission has been cancelled must apply for readmission and must follow the regulations in effect at the time of readmission should they desire to continue their studies at the School.

### 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 four terms (one calendar year). Receipt of a Leave of Absence does not extend the deadline for completion of course work or other course requirements. A student who fails to return by the agreed upon term will have his or her admission status cancelled. To regain admission to the School, the student must apply for readmission and will be required to follow the regulations in effect at the time of readmission.

### 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 orienta-

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.

### **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 lower grade or be administratively withdrawn.

Special consideration may be made in the case of illness, required religious observance, or 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 notifying the instructor or ceasing to attend classes does not constitute an authorized official withdrawal. A student who fails to withdraw officially will receive a grade of "N" (No Pass) 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. 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. The official date of withdrawal is the date written notification is received by the Registrar. 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. No tuition fee adjustments will be made in cases of unauthorized withdrawal.

tion sessions throughout the year. Advisors 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**

There are several student organizations at the School to encourage and recognize the importance of student involvement. 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. Students also serve on the Advisory Board of the Adler Center for Gender and Ethnocultural Studies.

Other student organizations include the Latino Student Association; the African American 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. The student newsletter, *Apperceptions*, is published once each term.

### **Full-Time or Part-Time Status**

All admitted students normally are expected to carry a minimum number of credit hours per term, except during the summer term which is optional. M.A. students are expected to carry a minimum of 4 credit hours per term, or 12 credit hours for the academic year, and Psy.D. students are expected to carry a minimum of 5 credit hours per term, or 15 credit hours for the academic year.

To be considered full-time, a student must carry 9 or more credit hours each term except the summer term. Students who are carrying a full-time load are encouraged to limit any employment to part-time in order to allow adequate time for classes, practicum work, study, and other student activities. Students carrying 5 to 8 credit hours each term are considered part-time.

### **Class Meetings**

The year-round instructional format consists of four terms. A wide range of courses are offered during 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 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.

## Grading System

Traditional letter grades are given for most of the courses offered. A limited number of course offerings are evaluated on a pass/no pass 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	No Pass	0.0
NC	No Credit	0.0
X	Administrative Withdrawal	0.0
I	Incomplete	0.0
IP	In Progress	0.0
M	Grade not Available	0.0
OP	Oral Defense Passed	0.0
P	Pass	0.0
R	Audit/No Credit	0.0
W	Withdrawal	0.0

## Student Evaluation

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

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. Students who fail to meet the academic requirements or standards of professional and personal conduct may be subject to dismissal.

- **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.

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" (No Pass). A student who receives 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.

- **Pass/No Pass**

A grade of "P" (Pass) is assigned upon satisfactory completion of practicum requirements and in a limited number of regular course offerings. A grade of "N" (No Pass) is assigned based upon unsatisfactory performance in practicum or for a course offered on a pass/no pass 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.

## Grade Corrections

Once a grade has been recorded on the student transcript, additional work cannot be submitted to change the grade. Once a grade has been recorded, corrections may be made only as the result of filing a student petition with the Dean of Students who will conduct a review and make a final determination. If the student is not satisfied with the Dean's decision, within 30 days he or she may request in writing to the President of the School the formation of a Student Grievance Committee. Personal conflicts with School faculty, program requirements, grades, or standard operating procedures are not usually subject to the grievance procedure.

### Academic Standards

A student who fails to maintain at least a "B" (3.0) grade point average or who has received two grades of "C+", "C", or "I" or one grade of "N", "D", "X", or "F" may 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.

A student who receives more than any combination of six (6) credit hours of "C+" or "C" or receives one grade of "N", "D", "X", or "F" in elective or required courses or practica or in other program requirements is subject to immediate dismissal.

A maximum of six credit hours may be repeated once. The higher grade does not replace the lower grade; both the original course grade and the repeated course grade will be calculated in the overall GPA.

### 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 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. A student may be dismissed from the School when, in the judgment of the Dean of Students, the student has ceased to maintain satisfactory progress.

### 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 and upon receipt of the Transfer of Credit fee. 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 clinical or 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 Waivers

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.

### Transcripts

Transcript requests must be made in writing to 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. Each student has the right to inspect and review any and all official educational records, files, and data maintained by the School and directly related to the student in accordance with the provisions of this Act. A current or former student may, upon written request, inspect his or her educational records after making an appointment to do so with the Dean of Students. Applicants who are not admitted have no right of access to their submitted educational records.

A student who believes that his or her educational records contain inaccuracies or misleading information or that his or her right of privacy is violated on the basis of information contained in such records has the right to challenge such information and to have it changed or removed from his or her record or to include in the record his or her own statement of explanation. To initiate a challenge to the education record, the student shall make a request in writing to the Office of the President of the School. The President,

or his or her designee, shall review the record in question and either order the correction or deletion of such alleged inaccurate, misleading, or otherwise inappropriate data or notify the student of the right to a hearing at which the student and other persons directly involved in the establishment of the record shall have an opportunity to present evidence to support or refute the contention that the data specified in the request are inaccurate, misleading, or otherwise inappropriate. The hearing will be conducted by a School representative who does not have a direct interest in the outcome. The student shall have the right to attend the hearing, to be advised by an individual of his or her choice, and to call witnesses in his or her behalf. The Hearing Officer shall have the right to seek legal counsel of advice. The Hearing Officer shall arrive at a final decision on the matter based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision.

A student may not request a hearing to contest the assignment of a grade; however, a hearing may be requested to contest whether or not the assigned grade was recorded accurately in the student's educational records.

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, post-graduate 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 Registrar 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.

A student who thinks that his or her rights have been violated has the right to file a written complaint at any time with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence SW, Washington, DC 20202. However, it is expected that before filing such a complaint a student normally will exhaust the internal administrative remedies for relief to him or her according to the School's procedures.

### **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 posted or mailed notices. 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. However, the School reserves the right to change without notice, curricula, courses, and other such policies and procedures so long as the student is not unreasonably affected by such changes.

### **Student Conduct**

The Adler School owes a duty to the public, the student, and the mental health profession to award degrees and certificates only to qualified individuals.

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.

### 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 requirements for courses and clinical work for which he or she is registered, 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 apply for readmission and will be required to follow the regulations in effect at the time of readmission.

### 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

primary 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 performances 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.

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. 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.

## Graduation

Students who expect to complete a degree or certificate program must file an Application for Graduation with the Office of the Dean of Students by June 30 for the October graduation and by February 1 for the April graduation.

Diplomas are formally conferred at the annual Fall Commencement in October. Participation in commencement is not required but it is encouraged. Students are responsible for completion of all requirements and payment of all tuition and fees by established deadlines in order to graduate. Students must complete all requirements by March 1 to receive their degree in April and by August 31 to receive their degree in October of the year in which they intend to graduate.

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.

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** and demonstrate acceptable proficiency to speak and write in English. 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. The School reserves the right to admit or to deny an applicant admission based on the professional judgment of the faculty and administration involved in the admissions process.

### 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). Preliminary Applications can be obtained from the Admissions Office or printed from our web site at [www.adler.edu](http://www.adler.edu). Send Admissions e-mail to [information@adler.edu](mailto:information@adler.edu).

- **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. In exceptional circumstances, the School reserves the right, at its sole discretion, to waive any requirements or documentation normally required for admission.

- **Evaluation of Applicants**

Applicants are evaluated on the basis of past academic performance; GRE and other standardized scores, if submitted; ability to speak and write English; 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 traits which would interfere with successful program completion and 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.

The submission of false or incomplete information on the application form or on other credentials may result in denial of admission and/or termination of enrollment.

- **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 accept 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 his or her 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.

### Application Deadlines

The Adler School employs a rolling 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 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 an offer 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 materials, and foreign academic records must be translated professionally 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. Applicants also must submit documentation of sufficient financial resources to complete the program and cover living expenses 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. Application forms must be obtained from the Admissions department. The completed form must be submitted to the Admissions department. Students must satisfy all admission requirements for that particular degree or certificate program in force at the time of application. No additional application 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 in writing 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 withdraws while in good standing may apply for re-admission after one calendar year. Such readmissions will be evaluated on a case-by-case basis.

### Special Student Status

Certain 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 students-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 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. Applicants who have been denied admission will not be permitted to enroll or continue as students-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 by non-degree-seeking students will not apply toward completion of program requirements for individuals who are later admitted to a degree or certificate program. A maximum of 24 credit hours may be earned by non-degree-seeking students.

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. Applicants who have been denied admission to a graduate program will not be permitted to enroll as non-degree-seeking students.

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 & Financial Aid

### 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 whose financial account are delinquent are 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. 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 pro-rated basis in accordance with the above schedule. Students who receive veteran's benefits will follow the regulation under Title 38, Sections 1651 and 1701 of the State Approval Agency for Veteran's Education.

**Financial Aid**

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 Packet.

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 to Adler students who are currently enrolled in eligible degree programs a variety of scholarships based on financial need, academic achievement, and availability of funds. Additional information and scholarship applications are available from the Office of Financial Aid.

## M.A. in Counseling

This program is designed to provide students with a foundation in theories and methods of psychology with hands-on, practical, supervised training in counseling techniques with an emphasis on Adlerian Psychology. This broad-based program usually takes full-time students at least two years for completion. Students are prepared for entry-level professional work in a variety of human service agencies and organizations in the public or private sector. This 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 qualified applicants.

### Core Courses

It is recommended that students take core courses early in the program in order to satisfy prerequisites for advanced courses and to prepare for practicum placements.

001 Student Orientation	0 cr
401 Principles of Adlerian Psychology	3 cr
411 Psychometric Methods	2 cr
415 Theories of Personality	2 cr
431 Child Guidance & Parenting	1 cr
432 Child Guidance & Parenting Group Supervision	0 cr
471 Pre-Practicum Skill Development	2 cr
505 Professional Issues & Ethics	3 cr
511 Clinical Assessment & Interviewing	3 cr
512 Appraisal of Individuals	2 cr
521 Introduction to Psychotherapy	2 cr
536 Professional Development: An Experiential Course	2 cr

### Advanced Courses

439 Introduction to Substance Abuse I	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
506 Practicum I (200 clock hours)	2 cr
507 Practicum II (200 clock hours)	2 cr
508 Practicum III (200 clock hours)	2 cr
515 Life Style Assessment	2 cr
518 Human Growth & Development	2 cr
522 Adlerian Approaches to Psychotherapy	2 cr
531 Theory & Practice of Group Psychotherapy I	3 cr
535 Psychodynamics of Psychopathology I: Adlerian	2 cr
541 Adlerian Approaches to Family Counseling	2 cr
568 Career Counseling	2 cr
642 Social Psychology	2 cr
645 Psychopathology: Anxiety Based & Personality Disorders	3 cr
646 Psychopathology: Psychotic & Depressive Disorders	3 cr
-- Electives	7 cr
	<b>Total Credit Hours 65 cr</b>

### Graduation Requirements

1. Satisfactory completion of 65 credit hours, including all required courses.
2. Satisfactory completion of 600 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
4. Full payment of all outstanding tuition and fees.
5. Successful completion of the M.A. Qualifying Examination.
6. Recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Counseling.

## M.A. in Counseling: Art Therapy

Students have an opportunity to pursue either an M.A. in Counseling: 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 students who wish 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: Art Therapy combines the theory and techniques of Adlerian Psychology with education and professional training in the field of art therapy. The program requires 65 credit hours, including a 700 clock hour practicum, under the supervision of a Registered Art Therapist. The M.A. program usually takes full-time students at least two years for completion.

### 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 undergraduates 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.

Applicants who do 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 qualified applicants.

### Core Courses

It is recommended that students take core courses early in the program in order to satisfy prerequisites for advanced courses and to prepare for practicum placements.

001	Student Orientation	0 cr
347	The Use of Art in Group Counseling	2 cr
401	Principles of Adlerian Psychology	3 cr
411	Psychometric Methods	2 cr
415	Theories of Personality	2 cr
431	Child Guidance & Parenting	1 cr
432	Child Guidance & Parenting Group Supervision	0 cr
471	Pre-Practicum Skill Development	2 cr
505	Professional Issues & Ethics	3 cr
511	Clinical Assessment & Interviewing	3 cr
512	Appraisal of Individuals	2 cr

### Advanced Courses

454	Art Therapy & the Elderly	2 cr
455	Social & Cultural Approaches to Art Therapy	2 cr
456	Child & Adolescent Development & Art Therapy	2 cr
457	Historical & Theoretical Perspectives of Art Therapy	2 cr
458	The Use of Art in Clinical Assessment	2 cr
459	Dreamwork & Expressive Arts Therapies	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 clock hours)	7 cr
498	Research Seminar	2 cr
515	Life Style Assessment	2 cr
535	Psychodynamics of Psychopathology I: Adlerian	3 cr
568	Career Counseling	2 cr
--	Electives	4 cr
		<b>Total Credit Hours 65 cr</b>

### Graduation Requirements

1. Satisfactory completion of 65 credit hours, including all required courses.
2. Satisfactory completion of 700 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+."
4. Full payment of all outstanding tuition and fees.
5. Successful completion of the M.A. Qualifying Examination.
6. Recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Counseling: Art Therapy.

## Certificate in Art Therapy Counseling

This post-master's certificate program 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. In accordance with the training guidelines of the American Art Therapy Association (AATA), this 36 credit hour certificate program requires students to engage in study for a minimum period of 15 months of full-time study, or its equivalent on a part-time basis, from entry to completion. 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. For current registration requirements, students should contact the AATA directly.

### 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.

Applicants 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 qualified applicants.

### Course Requirements

Students in this program should consult with the Program Coordinator to develop an individualized course of study.

001 Student Orientation	0 cr
347 The Use of Art in Group Counseling	2 cr
454 Art Therapy & the Elderly	2 cr
455 Social & Cultural Approaches to Art Therapy	2 cr
456 Child & Adolescent Development & Art Therapy	2 cr
457 Historical & Theoretical Perspectives of Art Therapy	2 cr
458 The Use of Art in Clinical Assessment	2 cr

459 Dreamwork & Expressive Arts Therapies	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 clock hours)	7 cr
-- Electives (art therapy)	2 cr
<b>Total Credit Hours</b>	<b>36 cr</b>

### Graduation Requirements

1. Satisfactory completion of 36 credit hours, including all required courses.
2. Satisfactory completion of 700 clock 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.
5. Recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Art Therapy Counseling.

## M.A. in Gerontological Psychology

The Master of Arts in Gerontological Psychology is designed to provide students 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 this 65 credit hour program is the acquisition of clinical skills gained through the 600 clock hours of practicum experience 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.

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.

### 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 qualified applicants.

### Core Courses

It is recommended that students take core courses early in the program in order to satisfy prerequisites for advanced courses and to prepare for practicum placements.

001 Student Orientation	0 cr
401 Principles of Adlerian Psychology	3 cr
411 Psychometric Methods	2 cr
415 Theories of Personality	2 cr
505 Professional Issues & Ethics	3 cr
511 Clinical Assessment & Interviewing	3 cr
512 Appraisal of Individuals	2 cr
521 Introduction to Psychotherapy	2 cr
551 Introduction to Gerontology	3 cr

### Advanced Courses

439 Introduction to Substance Abuse I	2 cr
498 Research Seminar	2 cr
515 Life Style Assessment	2 cr
531 Theory & Practice of Group Psychotherapy I	2 cr
552 Aging & the Family	3 cr
553 The Psychology of Aging	3 cr
554 Practicum in Gerontology I (200 clock hours)	2 cr
555 Practicum in Gerontology II (200 clock hours)	2 cr
556 Practicum in Gerontology III (200 clock 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
561 Assessing Dementia & Alzheimer's Disease	2 cr
562 Remedial Techniques in Dementia & Memory	2 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
<b>Total Credit Hours 65 cr</b>	

### Graduation Requirements

1. Satisfactory completion of 65 credit hours, including all required courses.
2. Satisfactory completion of 600 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
4. Full payment of all outstanding tuition and fees.
5. Successful completion of the M.A. Qualifying Examination.
6. Recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Gerontological Psychology.

## Certificate in Gerontological Psychology

This 26 credit hour Certificate program 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 qualified applicants.

### Course Requirements

Students in this program should consult with the Program Coordinator to develop an individualized course of study.

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 clock hours)	2 cr
555 Practicum in Gerontology II (200 clock 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 assessments may substitute Courses 561, Assessing Dementia & Alzheimer's Disease (2 credit hours), and 562, Remedial Techniques in Dementia & Memory (2 credit hours).

### Graduation Requirements

1. Satisfactory completion of 26 credit hours, including all required courses.
2. Satisfactory completion of 400 clock 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.
5. Recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Gerontological Psychology.



## M.A. in Marriage & Family Counseling

The Master of Arts in Marriage & Family Counseling program is designed to prepare entry-level counselors to specialize in working with couples and families. The sequence of courses and supervised clinical training 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. For current requirements, students should contact directly the licensing agency of the state in which they plan to work and professional organizations with which they desire to affiliate.

Students 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.

### 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 qualified applicants.

### Core Courses

It is recommended that students take core courses early in the program in order to satisfy prerequisites for advanced courses and to prepare for practicum placements.

001 Student Orientation	0 cr
401 Principles of Adlerian Psychology	3 cr
411 Psychometric Methods	2 cr
415 Theories of Personality	2 cr
431 Child Guidance & Parenting	1 cr
432 Child Guidance & Parenting Group Supervision	0 cr
471 Pre-Practicum Skill Development	2 cr
505 Professional Issues & Ethics	3 cr
511 Clinical Assessment & Interviewing	3 cr
521 Introduction to Psychotherapy	2 cr
536 Professional Development: An Experiential Course	2 cr
541 Adlerian Approaches to Family Counseling	2 cr

### Advanced Courses

515 Life Style Assessment	2 cr
522 Adlerian Approaches to Psychotherapy	2 cr
535 Psychodynamics of Psychopathology I: Adlerian	3 cr
543 Counseling Children & Adolescents	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 clock hours)	2 cr
665 Practicum in Marriage & Family II (200 clock hours)	2 cr
666 Practicum in Marriage & Family III (200 clock 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	4 cr
<b>Total Credit Hours</b>	<b>65cr</b>

### Graduation Requirements

1. Satisfactory completion of 65 credit hours, including all required courses.
2. Satisfactory completion of 600 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
4. Full payment of all outstanding tuition and fees.
5. Successful completion of the M.A. Qualifying Examination.
6. Recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Marriage & Family Counseling.

## Certificate in Marriage & Family Therapy

The post-master's Certificate in Marriage & Family Therapy program 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. This 28 credit-hour certificate 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 400 clock 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.

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:

*Adler School of Professional Psychology*

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

Students in this program should consult with the Program Coordinator to develop an individualized course of study.

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
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 clock hours)	2 cr
665	Practicum in Marriage & Family II (200 clock 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

**Total Credit Hours 31cr**

### Graduation Requirements

1. Satisfactory completion of 31 credit hours, including all required courses.
2. Satisfactory completion of 400 clock 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.
6. Recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Marriage & Family Therapy.

# M. A. in Counseling & Organizational Psychology

This program was designed jointly by the Adler School and Robert Morris College. The combined expertise of highly-qualified faculty with backgrounds and experience in psychology from the Adler School and from business and industry from Robert Morris College is the major strength of this program. The curriculum combines the theories and skills of counseling psychology with business-oriented courses in order to prepare graduates for positions in business and industry, especially in organizational psychology and the related areas of personnel management, organizational development, training and employee assistance programs.

Designed as a program oriented to the working professional, the expectation is that students will take two courses each term. Courses will be offered at either the Adler School campus or the nearby Chicago campus of Robert Morris College in order to effectively utilize the resources of both institutions. Classes normally will be scheduled for evening hours.

Robert Morris College is a not-for-profit, accredited baccalaureate degree-granting college offering Associate and Baccalaureate Degree programs in such areas as accounting, allied health, computer technology, business administration, and other business related specialties. The College has been serving the educational needs of students and the employment needs of the business community for over 80 years. With a full time equivalent enrollment of approximately 4,000 students, the College is the eighth largest private college in Illinois and has campuses in the Chicago Loop, Orland Park, and Springfield, Illinois.

## 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.

A personal interview is required for all qualified applicants.

## Core Courses

It is recommended that students take core courses early in the program in order to satisfy prerequisites for advanced courses and to prepare for practicum placements.

001 Student Orientation	0 cr
401 Principles of Adlerian Psychology	3 cr
411 Psychometric Methods	2 cr
415 Theories of Personality	2 cr
439 Introduction to Substance Abuse I	2 cr
505 Professional Issues & Ethics	3 cr
511 Clinical Assessment & Interviewing	3 cr
512 Appraisal of Individuals	2 cr
521 Introduction to Psychotherapy	2 cr
580 Organizational Theory	3 cr

## Advanced Courses

502 Small Group Supervision I	1 cr
518 Human Growth & Development	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
568 Career Counseling	2 cr
570 Contemporary Applied Management	3 cr
572 Organizational Behavior	3 cr
574 Human Resource Management	3 cr
576 Management Information Systems	3 cr
582 Labor Relations & Collective Bargaining	3 cr
584 Management & Organizational Development	3 cr
586 Marketing Analysis & Process	3 cr
587 Organizational Psychology Practicum I: Counseling (300 clock hours)	3 cr
588 Organizational Psychology Practicum II: Business & Industry (300 clock hours)	3 cr
642 Social Psychology	2 cr
<b>Total Credit Hours 65</b>	

## Graduation Requirements

1. Satisfactory completion of 65 credit hours, including all required courses.
2. Satisfactory completion of 600 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
4. Full payment of all outstanding tuition and fees.
5. Successful completion of the M.A. Qualifying Examination.
6. Recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Counseling & Organizational Psychology.

## 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 practical 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 this 65 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 qualified applicants.

### Core Courses

It is recommended that students take core courses early in the program in order to satisfy prerequisites for advanced courses and to prepare for practicum placements.

001 Student Orientation	0 cr
401 Principles of Adlerian Psychology	3 cr
411 Psychometric Methods	2 cr
415 Theories of Personality	2 cr
431 Child Guidance & Parenting	1 cr
432 Child Guidance & Parenting Group Supervision	0 cr
439 Introduction to Substance Abuse Counseling I	2 cr
440 Introduction to Substance Abuse Counseling II	2 cr
505 Professional Issues & Ethics	3 cr
511 Clinical Assessment & Interviewing	3 cr
512 Appraisal of Individuals	2 cr
521 Introduction to Psychotherapy	2 cr

### Advanced Courses

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 clock hours)	2 cr
446 Practicum in Substance Abuse Counseling II (200 clock hours)	2 cr
450 Practicum in Substance Abuse Counseling III (200 clock 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 Pre-Practicum Skill Development	2 cr
498 Research Seminar	2 cr
515 Life Style Assessment	2 cr
518 Human Growth & Development	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
536 Professional Development: An Experiential Course	2 cr
541 Adlerian Approaches to Family Counseling	2 cr
568 Career Counseling	2 cr
642 Social Psychology	2 cr
-- Electives	3 cr
<b>Total Credit Hours 65 cr</b>	

### Graduation Requirements

1. Satisfactory completion of 65 credit hours, including all required courses.
2. Satisfactory completion of 600 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
4. Full payment of all outstanding tuition and fees.
5. Successful completion of the M.A. Qualifying Examination.
6. Recommended by the Faculty to the Board of Trustees for the conferral of the Master of Arts in Substance Abuse Counseling.

## Certificate in Substance Abuse Counseling

This 24 credit hour certificate program is designed to provide specialized training to enter this developing field. The Certificate is offered 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 qualified applicants.

### Course Requirements

Students in this program should consult with the Program Coordinator to develop an individualized course of study.

001	Student Orientation	0 cr
401	Principles of Adlerian Psychology	3 cr
415	Theories of Personality	2 cr
439	Introduction to Substance Abuse I	2 cr
440	Introduction to Substance Abuse II	2 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 clock hours)	2 cr
446	Practicum in Substance Abuse Counseling II (200 clock 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

1. Satisfactory completion of 24 credit hours, including all required courses.
2. Satisfactory completion of 400 clock 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.
5. Recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Substance Abuse Counseling.

## 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 28 credit hour 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, or a related field are encouraged to apply for admission to this program. A personal interview is required for all qualified applicants.

### Course Requirements

Students in this program should consult with the Program Coordinator to develop an individualized course of study.

001	Student Orientation	0 cr
401	Principles of Adlerian Psychology	3 cr
431	Child Guidance & Parenting	1 cr
471	Pre-Practicum Skill Development	2 cr
515	Life Style Assessment	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 clock hours)	2 cr
507	Practicum II (200 clock hours)	2 cr
508	Practicum III (200 clock hours)	2 cr
622	Advanced Life Style Assessment	3 cr
647	Psychodynamics of Psychopathology II: Adlerian	3 cr
	<b>Total Credit Hours</b>	<b>28 cr</b>

### Graduation Requirements

1. Satisfactory completion of 28 credit hours, including all required courses.
2. Satisfactory completion of 600 clock 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.
6. Recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Adlerian Psychotherapy.

## 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 19 credit hour Certificate in Clinical Hypnosis program 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), and graduates will meet or exceed the training requirements for membership in and certain certification requirements of the ASCH. Persons who have completed programs or courses offered or approved by either the ASCH or SCEH (Society for Clinical & Experimental Hypnosis) 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 hypnosis 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 qualified applicants.

### Course Requirements

Students in this program should consult with the Program Coordinator to develop an individualized course of study.

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 clock hours)	2 cr
-- Electives	3 cr
	<b>Total Credit Hours 19 cr</b>

### Graduation Requirements

1. Satisfactory completion of 19 credit hours, including all required courses.
2. Satisfactory completion of 200 clock 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.
6. Recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Clinical Hypnosis.

\* 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.

## 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 26 credit hour Certificate in Clinical Neuropsychology program have been developed following the guidelines set forth by Division 40 of the American Psychological Association. These requirements are continually under examination and revisions are expected.

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 clock hours of practicum or supervised professional work experience. A personal interview is required for all qualified 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: The Psychological Report
- 602 Practicum Seminar: Preparation for Professional Practice
- 611 Practicum I (200 clock hours)
- 612 Practicum II (200 clock 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



## 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: Language, Movement, & Perception	2 cr
722	Intermediate Neuropsychological Assessment II: 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 clock hours)	4 cr
<b>Total Credit Hours</b>		<b>14 cr</b>

### Course Requirements

Students in this program should consult with the Program Coordinator to develop an individualized course of study.

720	Beginning Neuropsychological Assessment	2 cr
721	Intermediate Neuropsychological Assessment I: Language, Movement, & Perception	2 cr
722	Intermediate Neuropsychological Assessment II: 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	4 cr
726	Neuropsychology Practicum: Assessment (400 clock hours)	4 cr
727	Neuropsychology Practicum: Chronic or Acute Rehabilitation Strategies (400 clock hours)	2 cr
728	Pediatric Neuropsychological Assessment I	2 cr
729	Pediatric Neuropsychological Assessment II	2 cr
731	Neuroanatomy Lab	0 cr
700	Internship in Neuropsychology (2,000 clock hours)	0 cr
<b>Total Credit Hours</b>		<b>26 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

1. Satisfactory completion of 26 credit hours, including all required courses.
2. Satisfactory completion of 800 clock 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.
7. Recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Clinical Neuropsychology.

## Certificate in Group Psychotherapy

This innovative program is designed to provide students with an opportunity to explore and expand professional and personal capabilities. The program incorporates theory and technique, development of the therapist's style, and supervised practice. The central goal is to increase students' effectiveness and creativity in therapeutic interactions by helping them experience and understand the use of self in the psychotherapeutic process. This program provides an intensive opportunity to develop, maintain, and enhance competence and self-confidence in group psychotherapy. Integration of personal and professional development is a primary objective, encouraging more effective and creative relationships within the group setting.

Fundamental to the philosophical basis of this program is the belief that individuals and groups have the capacity to be healthy and adaptive. If left to develop its own structure, a group will eventually reflect a collection of each member's typical and historical interpersonal relationships. Once emerged, that structure allows members to explore and learn from their own history.

This certificate program 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 a related field, social workers, psychologists, physicians, or registered nurses may enroll in this sequence of courses. A personal interview is required for all qualified applicants.

### Course Requirements

Students in this program should consult with the Program Coordinator to develop an individualized course of study.

001	Student Orientation	0 cr
531	Theory & Practice of Group Psychotherapy I	2 cr
532	Theory & Practice of Group Psychotherapy II: An Experiential Course	2 cr
533	Theory & Practice of Group Psychotherapy III: Application & Integration of Use of Self	2 cr
534	Advanced Seminar in Group Process: Problem Solving in Group Psychotherapy	2 cr
617	Research Seminar in Group Psychotherapy	2 cr
618	Practicum in Group Psychotherapy (200 clock hours)	2 cr
	<b>Total Credit Hours</b>	<b>12 cr</b>

## Graduation Requirements

1. Satisfactory completion of 12 credit hours, including all required courses.
2. Satisfactory completion of 300 clock 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.
5. Recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Group Psychotherapy.

## Certificate in Ethnocultural Diversity

Psychologists are increasingly motivated to improve the quality of services to ethnoculturally diverse populations. New sets of values, beliefs, and cultural expectations have been introduced into educational, political, business, and health care systems by the physical presence of diverse cultural groups. The issues of language and culture impact on the provision of appropriate mental health services; therefore, psychological service providers need a sociocultural framework as well as knowledge and skills for multicultural assessment and intervention.

This 17 credit hour certificate program is designed to help psychologists and other mental health professionals recognize cultural diversity; understand the role of culture/race/ethnicity in the sociopsychological and economic development of diverse populations and how socioeconomic and political factors affect that development; and help clients understand/maintain/resolve their own sociocultural identification. Because several of the courses required for the certificate may be independent studies designed to meet specific interests and needs, students may focus on Hispanic/Latino issues, African-American issues, Native American issues, Minority Children and Adolescents, and so forth.

### Minimum Admission Requirements

Doctoral level psychology students, mental health professionals with a minimum of a master's level degree, or master's level students who have completed the prerequisites for practicum may pursue this program with permission of the Program Coordinator.

### Course Requirements

Students in this program should consult with the Program Coordinator to develop an individualized course of study.

001	Student Orientation	0 cr
642	Social Psychology	2 cr
670	Social & Cultural Differences in Psychotherapy	2 cr
671	Seminars: Cultural Differences in Psychotherapy* (1-2 credits each)	5 cr
672	Practicum Seminar in Ethnocultural Diversity I	2 cr
673	Practicum Seminar in Ethnocultural Diversity II	2 cr
619	Practicum in Ethnocultural Diversity I (200 clock hours)	2 cr
620	Practicum in Ethnocultural Diversity II (200 clock hours)	2 cr
	<b>Total Credit Hours</b>	<b>17 cr</b>

\* With approval of the Program Coordinator, Course 499, Independent Study, may be substituted for up to 3 credit hours.

### Graduation Requirements

1. Satisfactory completion of 17 credit hours, including all required courses.
2. Satisfactory completion of 400 clock 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.
5. Recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Ethnocultural Diversity.

## Certificate in Gender Studies

Psychologists are increasingly motivated to understand gender issues in order to provide appropriate psychological services. New understanding of bias in education, politics, economics, and the provision of health care has resulted in revised approaches to research, assessment, and treatment of women, men, and those whose sexual orientation differs from the majority.

This 17 credit hour certificate program is designed to provide psychologists and other mental health professionals with a theoretical framework for considering gender issues in a systematic fashion, as well as knowledge and skills for assessment and intervention, including the ability to recognize gender bias and diversity; understand the role of gender and sexual orientation in psychosocial, political, and economic development; help clients understand/maintain/resolve their own gender and sexual orientation; and understand the interaction of culture, gender, and sexual orientation with behavior and needs. The program allows the flexibility to focus on lesbian, gay, men's, or women's issues.

### Minimum Admission Requirements

Doctoral level psychology students, mental health professionals with a minimum of a master's level degree, or master's level students who have completed the prerequisites for practicum may pursue this certificate program with permission of the Program Coordinator.

### Course Requirements

Students in this program should consult with the Program Coordinator to develop an individualized course of study.

001	Student Orientation	0 cr
642	Social Psychology	2 cr
654	Human Sexuality	3 cr
675	Gender Issues in Psychotherapy	2 cr
676	Seminars: Gender Issues in Psychotherapy	2 cr
677	Practicum Seminar in Gender Issues I	2 cr
678	Practicum Seminar in Gender Issues II	2 cr
619	Practicum in Gender Issues I (200 clock hours)	2 cr
620	Practicum in Gender Issues II (200 clock hours)	2 cr
	<b>Total Credit Hours</b>	<b>17 cr</b>

## Graduation Requirements

1. Satisfactory completion of 17 credit hours, including all required courses.
2. Satisfactory completion of 400 clock 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.
5. Recommended by the Faculty to the Board of Trustees for the conferral of the Certificate in Gender Studies.

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

The Doctor of Psychology (Psy.D.) program is designed to 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.

### 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 qualified Psy.D. applicants before the 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 preceding 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.

### Student Course Load

Full-time students (9 credit hours or more per term) with no advanced standing should normally plan to spend three to four years in course work and practicum experience followed by a one-year full-time or two-year half-time internship. 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. Additional time may be required to complete the dissertation following the 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. The internship year cannot be counted towards fulfilling any portion of this residency requirement. Students do not need to live locally to satisfy the residency requirement.

### Time Limit

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 two years of completing the internship. Failure to do so may result in termination.

### 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.

### Specialty Tracks

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

- Adlerian Psychotherapy
- Art Therapy
- Clinical Hypnosis
- Clinical Neuropsychology
- Cognitive-Behavioral Therapy
- Ethnocultural Diversity
- Gender Studies
- Gerontological Psychology
- Marriage & Family Therapy
- Substance Abuse Counseling

### 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.

### Qualifying Examinations

In addition to satisfying course work, practica, and other program requirements, students must also pass two Qualifying Examinations. A Written Qualifying Examination assesses the student's knowledge in five areas: assessment; psychopathology; intervention; Adlerian theory and methods; and research, developmental theories, comparative theories, and basic foundations of psychology. Students should expect to register for this requirement upon completion of the core courses, approximately 60 credit hours. Information and a current listing of required courses can be obtained from the Registrar's Office.

The second examination is the Clinical Qualifying Examination which consists of a comprehensive psychological report on an individual case integrating assessment material, social history, diagnosis, and treatment plan. This must be submitted along with two audiotaped/videotaped therapy sessions. Following a review of the submitted written materials, 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/no pass basis. Students are given two opportunities to complete each requirement satisfactorily. Students who fail to pass on the second attempt will be subject to dismissal from the program.

The School offers noncredit courses to assist students in preparing for these examinations. Students are encouraged to meet with the designated administrator to obtain current guidelines and for advisement.

### Practicum

An integral part of the doctoral program is the acquisition of practical clinical skills gained in field placements. Second and third year level students should expect to spend at least one to two days per week at an approved practicum site and are expected to be concurrently enrolled in Practicum Seminars throughout their field training. Involvement in clinical activities at professional training sites, including the School's Psychological Services Center, 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 clock 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. Students should refer to the *Practicum Handbook*, available from the Office of Clinical Training, for more detailed information.

### Internship

An important portion of the Psy.D. program is devoted to a 2,000 clock hour internship at an approved site over a 12-24 month period. The internship is designed to provide an intensive clinical experience building upon course work, practicum experiences, and clinical supervision. Advanced 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 internship is an essential component of the Psy.D. program and can never be waived. Students who fail to complete the internship are subject to dismissal from the School.

Students work closely with the Office of Clinical Training regarding internship requirements and internship sites. A number of paid pre-doctoral and post-doctoral internships are available to students through the School's Psychological Services Center on campus. Students should refer to the *Internship Handbook*, available from the Office of Clinical Training, for more specific information.

### 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. One of the most important phases in preparation of the Dissertation is writing the Dissertation Proposal. Registration for 697, Doctoral Dissertation Proposal (1 credit hour), is the first formal step. Students are expected to complete a proposal to the satisfaction of their dissertation committee and to pass an oral defense. If the proposal is not completed and defended during the term of registration, students must register in subsequent term(s) for zero credit hours. Students who fail to complete the proposal

within four terms (one year) are subject to dismissal. Completion of the Doctoral Dissertation and Oral Defense requires students 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 eight hours of dissertation credit and have completed the internship requirement must register each term for 065, Doctoral Degree Candidate Continuation (0 credit hours), and pay the required fee to remain in good standing. Failure to complete the dissertation within two years following completion of the internship may result in dismissal from the Psy.D. program.

### 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.
- **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 clock 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 clock hours of practicum.
- **Doctoral Intern**
  - Completion of 1,200 clock hours of practicum.
  - Placement in an approved internship.
- **Doctoral Degree Candidate**
  - Approval of Dissertation Proposal.
  - Completion or nearing completion of an internship.
  - Making satisfactory progress toward completion of the Dissertation.

### Course Requirements

#### Core Courses

Although the doctoral program is designed to provide students with a considerable amount of flexibility, it is important for students to take core courses early in the program in order to satisfy prerequisites for advanced courses, to prepare for the Written Qualifying Examination, and to prepare for practicum placements.

001 Student Orientation	0 cr
401 Principles of Adlerian Psychology	3 cr
431 Child Guidance & Parenting	1 cr
439 Introduction to Substance Abuse I	2 cr
471 Pre-Practicum Skill Development	2 cr
498 Research Seminar	2 cr
505 Professional Issues & Ethics	3 cr
511 Clinical Assessment & Interviewing	3 cr
512 Appraisal of Individuals	2 cr
515 Life Style Assessment	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
568 Career Counseling	2 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
644 Psychopathology: Child & Adolescent	3 cr
645 Psychopathology: Anxiety Based & Personality Disorders	3 cr
646 Psychopathology: Psychotic & Depressive Disorders	3 cr

#### Advanced Doctoral Courses

601 Practicum Seminar: The Psychological Report	3 cr
602 Practicum Seminar: Preparation for Professional Practice	3 cr
603 Psy.D. Practicum Seminars (1-2 credit hours each)	8 cr
611 Psy.D. Practicum I (200 clock hours)	2 cr
612 Psy.D. Practicum II (200 clock hours)	2 cr
613 Psy.D. Practicum III (200 clock hours)	2 cr
614 Psy.D. Practicum IV (200 clock hours)	2 cr
615 Psy.D. Practicum V (200 clock hours)	2 cr
616 Psy.D. Practicum VI (200 clock hours)	2 cr
622 Advanced Life Style Assessment	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
647	Psychodynamics of Psychopathology II: Adlerian	3 cr
650	Psychopharmacology	2 cr
653	Rehabilitation Psychology	2 cr
660	Marriage & Family Therapy I	3 cr
661	Marriage & Family Therapy II	3 cr
670	Social & Cultural Differences in Psychotherapy	2 cr
675	Gender Issues in Psychotherapy	2 cr
697	Doctoral Dissertation Proposal	1 cr
699	Doctoral Dissertation	8 cr
700	Doctoral Internship	0 cr
701	Doctoral Dissertation Seminar	0 cr
702	Doctoral Internship Seminar	0 cr
--	Electives	9 cr
	<b>Total Credit Hours</b>	<b>150 cr</b>

### Graduation Requirements

1. Satisfactory completion of 150 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 or six credit hours 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.
9. Recommended by the Faculty to the Board of Trustees for the conferral of the Doctor of Psychology degree.

### 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. Licensure typically requires completion of a period of post-doctoral supervised experience and successful completion of the Psychology Licensure Examination as well as satisfaction of other requirements that an individual state or province may impose. Adler School doctoral graduates have become licensed as psychologists in a number of states and the province of Ontario.

## Course Descriptions

### Overview

A description of courses regularly offered appears on the following pages. The Adler School reserves the right to withdraw, modify, or add to the courses it offers at any time. Course offerings are continually under examination and revisions are to be expected from time to time.

### 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

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)

#### 048 Writing for the Written Qualifying Examination

(0 credit hours)

#### 050 Preparatory Course for the Written Qualifying Examination

(0 credit hours)

#### 051 Preparatory Course for the Clinical Qualifying Examination

(0 credit hours)

#### 052 Preparation for Internship

(0 credit hours)



**055 Continuous Enrollment**

Once enrolled, students are expected to remain registered in every term until completing the program to which they have been admitted. Students who are not actively engaged in course work, internship, or dissertation activities can maintain admission status by registering for Continuous Enrollment for a maximum of two consecutive terms. Failure to do so may result in termination of admission. (0 credit hours)

**065 Doctoral Degree Candidate Continuation**

Doctoral students who have registered for the required eight 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 Group Counseling**

This course provides students with an Adlerian approach to group art therapy. Students are involved in experiences in artmaking and processing which are applicable to therapy and counseling with clients. Group therapy as it relates to art therapy is discussed, highlighting those aspects of the group experience that can encourage change in attitude and behavior. (2 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). (3 credit hours)

**411 Psychometric Methods**

This course is designed to provide students with a basic psychometric background for understanding assessment methods, basic statistics, and standardized tests. Topics include construction and standardization of tests, reliability and validity, and the application of tests and measurements. (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 Child Guidance & Parenting**

This course provides students with an opportunity to develop knowledge and skills in child guidance and parenting based upon Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students are prepared to facilitate a parenting group. Upon completion of the class, students are required to lead or co-lead a supervised discussion parenting group for a minimum of eight sessions. (1 credit hour)

**432 Child Guidance & Parenting Group Supervision**

Students engaged in leading a parenting group are required to register for supervision. (0 credit hours)

**439 & 440 Introduction to Substance Abuse I & II**

(formerly 441. Introduction to Substance Abuse, 4 credit hours) These introductory courses are 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. (2 credit hours each)

**442 Social & Clinical Aspects of Substance Abuse**

Prerequisite: 439 or 440. 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. Students learn and practice 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 currently 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, & 450 Practicum in Substance Abuse Counseling I-III**

Prerequisites: 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 clock hours per practicum (a minimum of 600 total clock 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)

**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 experiential art (2 credit hours)

**455 Social & Cultural Approaches to Art Therapy**

(formerly Art Therapy: History & Development) This course is a cross cultural investigation of art and ritual which provides a background for discussing current multicultural issues so that students learn to more competently address the needs of ethnic minority populations in counseling. (2 credit hours)

**456 Child & Adolescent Development & Art Therapy**

Prerequisites: 347 & 401. This course presents an inquiry into child behavior and child psychopathology and the art therapist's role in treatment. A study of art therapy techniques for working with normal and exceptional children is included. (2 credit hours)

**457 Historical & Theoretical Perspectives of Art Therapy**

(formerly Comparative Art Therapy Theories) Prerequisites: 347 & 401. This course is an introduction to the history, philosophy, theory, and practice of the use of art in counseling. The fundamental elements of three modes of art therapy are presented through demonstration, discussion, and required reading. (2 credit hours)

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

Prerequisites: 347, 401, & 511. This course introduces students to purposes, issues, and the process of clinical assessment. Techniques for understanding the diagnostic and therapeutic aspects of projective drawings, nonverbal behavior, speech, and interpersonal transactions are presented. A study of expressive components of artwork, psychological inferences, and report writing is introduced. (2 credit hours)

**459 Dreamwork & Expressive Arts Therapies**

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)

**460 Loss/Grieving & Creative Arts Therapies**

This course explores loss and grief issues using the integration of psychodrama and art therapy. (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 and experiential involvement with diverse media are included. (2 credit hours)

**462 Art Therapy & Psychopathology**

Prerequisites: 347, 401, 511, & 535. This course presents an orientation to varied psychiatric settings through independent reading. Emphasis is 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 defines co-dependence and the issues of recovery, including a 12-step program. Group and individual art therapy approaches which can be used as an intervention mode in the treatment of the chemically dependent are presented. (2 credit hours)

**464 Psychology of Artistic Creativity**

Prerequisite: 457. This course examines the psychological dynamics of artistic creativity and includes an in-depth study of an individual artist and an in-class presentation of a self-designed art experiment based on the life and work of that artist. (2 credit hours)

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

Prerequisites: 347 & 401. This course focuses on the understanding of family dynamics and treatment strategies involving approaches in art therapy through readings, lecture, discussions, and demonstrations. Students experience application of art therapy to family dynamics in a group setting and also design and present an in-class art experiment based on reading they have done. (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 clock hours of clinical art therapy under the supervision of a registered art therapist. (7 credit hours)

**471 Pre-Practicum Skill Development**

(formerly Continuing Case Seminar) Prerequisite: 401. Students observe a therapist working with a client, beginning with the initial interview through ongoing actual or simulated sessions (presented either live or on videotape). This course is designed to introduce students to basic skills required in practicum. (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. Thesis, 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. Thesis**

Prerequisite: Permission of the Dean of Students. The M.A. Thesis 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 practicum. 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 clock hours of supervised clinical experience for each approved 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)

**512 Appraisal of Individuals**

Prerequisite: 511. This course provides a framework for assessing various attributes of a person. The course emphasizes the refinement of interviewing skills, the reading and interpretation of psychological tests and reports, and the use of inventories and other psychological instruments for assessing progress and outcome in therapy. (2 credit hours)

**515 Life Style Assessment**

(formerly 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)

**518 Human Growth & Development**

This course presents a study of the biological, physical, cognitive, social, emotional, and other psychological function of human development from birth through adulthood. (2 credit hours)

**521 Introduction to Psychotherapy**

Prerequisite: 040 & 415. 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 counter-transference, acting out, boundary issues, and difficult patients. Issues pertaining to specific populations are 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**

Prerequisite: 521 & 541 recommended. 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 an introduction to family systems and 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**

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 clock 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)
- 568 Career Counseling**  
Introduces students to basic counseling skills for career planning, exploration, and decision-making. Examines theories of career choice and methods and instruments used in assisting clients in career development. Introduction to employee assistance programs and human resource management. (2 credit hours)
- 570 Contemporary Applied Management**  
This course examines the problems faced by contemporary managers and the effects those problems have on the organization. Emphasis is on the application of basic theoretical principles as well as skills and techniques of individual and group problem-solving, decision-making, and critical thinking to business simulations, cases, and reality-based scenarios. (3 credit hours)
- 572 Organizational Behavior**  
This course allows the student to further explore management with respect to human behavior in the workplace. Current developments in the behavior sciences as they apply to the business organization are stressed. Emphasized concepts include individual and group dynamics, motivation, leadership, ethics, power, conflict resolution, decision-making, and stress management. (3 credit hours)

- 574 Human Resource Management**  
This course examines the principles, policies, and procedures of human resource management. Emphasis is placed on recruitment, selection, salary and benefits, training and development, performance evaluation, employee relations, and legal issues pertaining to health, safety, and security. (3 credit hours)
- 576 Management Information Systems**  
This course presents a survey of information systems from a management perspective. Case studies emphasize analysis of business problems by creating and manipulating spreadsheets and databases. (3 credit hours)
- 580 Organizational Theory**  
This course presents an analytical, in-depth study of key macro- and mid-level organizational theories of structure and design, technology, environmental adaptation, and managerial functions and controls. (3 credit hours)
- 582 Labor Relations & Collective Bargaining**  
This course presents an analysis of the impact of unions on the management of organizations with an emphasis on the structures and functions of unions, collective bargaining as a decision-making process, issues in negotiations and conflict resolution, and government regulation of union-management relations. (3 credit hours)
- 584 Management & Organizational Development**  
This course examines strategies and methods for developing and increasing the creativity, flexibility, and effectiveness of organizations and managers. Theories, applied analysis, and skill development emphasize the successful introduction of organizational change affecting work units, task groups, and individuals. (3 credit hours)
- 586 Marketing Analysis & Process**  
This course develops market-oriented thinking necessary in today's competitive environment. Students address strategic, tactical, and administrative marketing issues from a managerial perspective. Students analyze marketing management problems faced by marketers of products and services in both consumer and industrial markets. Marketing problems of profit and not-for-profit organizations are addressed as well as those of domestic and foreign businesses, small and large industries, and low-tech and high-tech industries. (3 credit hours)
- 587 Organizational Psychology Practicum I: Counseling**  
Prerequisites: Completion of a minimum of 30 credit hours of course work & permission of the Associate Dean of Clinical Training. Students must complete a minimum of 300 clock hours of supervised experience in an approved clinical setting. (3 credit hours)
- 588 Organizational Psychology Practicum II: Business & Industry**  
Prerequisites: Completion of a minimum of 30 credit hours of course work & permission of the Associate Dean of Clinical Training. Students must complete a minimum of 300 clock hours of experience in an approved work setting. (3 credit hours)

- 619-620 Practica in Gender Issues/Ethnocultural Diversity I & II**  
Prerequisites: 670 or 675 and permission of the Program Coordinator. Field placement in settings which provide experience with diverse clients is an important element in the training of a mental health practitioner who is sensitive to issues of diversity. With permission of the Program Coordinator, up to 4 credit hours of 611-616, Psy.D. Practica I-VI, may be substituted. (2 credit hours/200 clock hours each; 4 credit hours/400 clock hours required)
- 622 Advanced Life Style Assessment**  
Prerequisite: 515. This course is a continuation of the introductory course in life style assessment. 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 recommended. 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**  
Prerequisite: Admission to the Psy.D. program or approval from instructor. 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)

- 601 Practicum Seminar: The Psychological Report**  
Prerequisites: Concurrent with Practicum 611, 627 required, 628 & 629 recommended. This course presents formats for writing psychological reports based upon clinical interviews and psychological testing. (3 credit hours)
- 602 Practicum Seminar: 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 Psy.D. Practicum Seminars**  
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 integration of theoretical and academic perspectives with clinical practice. A variety of topics and clinical experiences are offered through class discussion, case presentation, role-playing, and structured exercises. (1-2 credit hours each; 8 credit hours required)
- 611-616 Psy.D. Practica I-VI**  
Prerequisites: Completion of a minimum of 30 credit hours & 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 clock 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 clock 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 200 clock hours. Approved placements provide group psychotherapy as a treatment modality and emphasize supervision of students in the setting. (2 credit hours)

**631 Psychophysiology II: Clinical Applications**

Prerequisite: 630. The clinical application of neuropsychology, including degenerative diseases, neurolinguistic disorders, memory impairments, neuro-psychology 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**

Prerequisite: Admission to the Psy.D. program. The historical, experimental foundations of perception, motivation, and learning and their application to clinical practice are reviewed. (2 credit hours)

**634 History & Systems**

Prerequisite: Admission to the Psy.D. program. A survey of the historical development of scientific psychology is presented. Major systems 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**

Prerequisites: 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, psycholegal issues, sexual liberation, and ethnic conflict. (2 credit hours)

**643 Advanced Psychotherapy**

Prerequisites: Admission to the Psy.D. program, 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 schizophrenia 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 are 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 examine supervisory styles and methods. 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**

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. This course employs a developmental analysis of marriage and other committed relationships. Issues of intimacy, sex, conflict management, and negotiation of differences are discussed. The course also explores viewpoints on how couples get "stuck" and techniques for resolving such impasses. (3 credit hours)

**659 Marriage & Family Research Seminar**

Prerequisites: 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**

Prerequisite: 541. The major theoretical approaches to systems therapy including structural, strategic, experiential, Bowenian, and psychodynamic models are presented. Also included in this course are new developments in family therapy and guidelines for integration. (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**

Prerequisite: 661. This course presents advanced topics in marriage and family therapy such as brief therapy, narrative therapy, and integrative models. Skill practice and role plays are extensively utilized, and participants are expected to draw upon their own clinical experience. (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 600 clock 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. In order to register, students are required to be actively counseling couples and families. 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 Social & 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, child bearing 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)

**672 & 673 Practicum Seminars in Ethnocultural Diversity I & II**

Prerequisites: Concurrent with 619, 620, or the equivalent, and permission of the Program Coordinator. Designed to accompany the development of skills, techniques, attitudes, and values in a supervised field setting, these courses stress the relevance of theoretical and academic perspectives in a clinical setting and enhance the perspective required of ethnoculturally sensitive mental health professionals. Relevant topics and clinical experiences are offered through class discussion, case presentation, role-playing, and structured exercises. (2 credit hours each)

**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)

**677 & 678 Practicum Seminars in Gender Issues I & II**

Prerequisites: Concurrent with 619, 620, or the equivalent, and permission of the Program Coordinator. Designed to accompany the development of skills, techniques, attitudes, and values in a supervised field setting, these courses stress the relevance of theoretical and academic perspectives in a clinical setting and enhance the perspective required of gender sensitive mental health professionals. Relevant topics and clinical experience are offered through class discussion, case presentation, role-playing, and structured exercises. (2 credit hours each)

**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. Student co-leaders are required to meet with their senior co-therapists in addition to co-leading their 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)

**697 Doctoral Dissertation Proposal**

Prerequisite: Completion of Clinical Qualifying Examination. One of the most important phases in preparation of the dissertation is writing the proposal in the selected area of research. Registration for this course is the first formal step in completing the dissertation. Students are required to complete a proposal to the satisfaction of their dissertation committee and to pass an oral defense. Students who do not complete this requirement during the term of registration are required to register for zero credit hours each term thereafter until completed. (1 credit hour)

**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: 697. 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. (8 credit hours)

**700 Doctoral 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 clock 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 interns at a facility whose distance/location 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 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 of this course 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 non-faculty) 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 Neuropsychological 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, are discussed. (2 credit hours)

**726 Neuropsychology Practicum: Assessment**

Prerequisites: 722 & permission of the Program Coordinator. This 400 clock hour practicum provides clinical experience in the administration and interpretation of neuropsychological testing instruments under the supervision of a neuropsychologist. 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 clock 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 neuropsychologist. (4 credit hours)

**728 Pediatric Neuropsychological Assessment I**

Prerequisite: 720. This course provides beginning level training in neuropsychological assessment of children. Focus is on assessment of trauma in the developing brain. A variety of neuropsychological instruments is 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)

**730 Developmental Neuropsychology**

This course addresses normal and abnormal prenatal and postnatal brain development as well as some of the more prominent pediatric neuropsychological issues and syndromes. (2 credit hours)

**731 Neuroanatomy Lab**

Prerequisite: 630. This ongoing course consists of both a lecture and continuing neuropathology brain slicing labs held on a weekly basis at Cook County Hospital. Students may enroll at any time during the term. (2 credit hours)

**755 College Teaching of Psychology**

By individual arrangement, advanced doctoral students may gain teaching experience under the direction of a faculty member who will serve as a mentor. Major emphasis is placed on effective approaches to teaching psychology at the graduate level. (4 credit hours)

**995 M.A. Qualifying Examination**

Prerequisite: Completion or near completion of all M.A. requirements and permission of the Dean of Students. The Qualifying Examination consists of both an oral defense 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 student's performance on both the written and oral portions is incorporated into the faculty evaluation. A student who fails to pass on the second attempt is subject to dismissal from the School. (0 credit hours)

**996 Doctoral Written Qualifying Examination**

Upon completion of the prerequisite courses, doctoral students are required to pass a Written Qualifying Examination. One retake is permitted. (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. One retake is permitted (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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*Adler School of Professional Psychology*

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- Randall Thompson**  
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- Thomas Todd**  
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- Jerry Westermeyer**  
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**James Lucchesi**, B.S. Controller  
**Cynthia Sabo-Lucchesi** Assistant to the Controller  
**Sara Camacho** Book Store Manager

# Calendar

## FALL TERM 1997

Term Begins September 22  
 Rosh Hashana Observed October 2  
 Yom Kippur Observed October 11  
 Thanksgiving Holiday November 27-30  
 Term Ends December 14

## WINTER TERM 1998

Term Begins January 2  
 M.L. King, Jr., Day Observed January 19  
 Term Ends March 6

## SPRING TERM 1998

Term Begins March 30  
 Good Friday Observed April 10  
 Easter Observed April 12  
 Memorial Day Observed May 25  
 Term Ends June 14

## SUMMER TERM 1998

Term Begins June 19  
 Independence Day Observed July 4  
 Term Ends August 31

## FALL TERM 1998

Term Begins September 22  
 Yom Kippur Observed September 30  
 Thanksgiving Observed November 26-29  
 Term Ends December 6

## WINTER TERM 1999

Term Begins January 2  
 M.L. King, Jr., Day Observed January 15  
 Term Ends March 15

## SPRING TERM 1999

Term Begins March 26  
 Good Friday Observed April 2  
 Easter Observed April 4  
 Memorial Day Observed May 31  
 Term Ends June 7

## SUMMER TERM 1999

Term Begins June 19  
 Independence Day Observed July 4  
 Term Ends August 31

## FALL TERM 1999

Term Begins September 21  
 Thanksgiving Observed November 25-28  
 Term Ends December 13

## WINTER TERM 2000

Term Begins January 3  
 M.L. King, Jr., Day Observed January 17  
 Term Ends March 13

## SPRING TERM 2000

Term Begins March 24  
 Good Friday Observed April 21  
 Easter Observed April 23  
 Memorial Day Observed May 29  
 Term Ends June 5

## SUMMER TERM 2000

Term Begins June 16  
 Independence Day Observed July 4  
 Term Ends August 31

## FALL TERM 2000

Term Begins September 22  
 Rosh Hashana Observed September 30  
 Yom Kippur Observed October 9  
 Thanksgiving Observed November 23-26  
 Term Ends December 8

## WINTER TERM 2001

Term Begins January 2  
 M.L. King, Jr., Day Observed January 15  
 Term Ends March 19

## SPRING TERM 2001

Term Begins March 26  
 Good Friday Observed April 13  
 Easter Observed April 15  
 Memorial Day Observed May 28  
 Term Ends June 17

## SUMMER TERM 2001

Term Begins June 22  
 Independence Day Observed July 4  
 Term Ends August 31

## Visit Our Web Site

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Please visit us at our web site\*. In addition to this **Catalog**, it features a preliminary application form for you to print and mail to us; the current term course schedule along with a registration form for you to print and mail to us; and current information about our activities, faculty, and services:

[www.adler.edu](http://www.adler.edu)

Send your e-mail to:

[information@adler.edu](mailto:information@adler.edu)

We'll be glad to respond to your questions and comments.

\* Please note: at the time of publication, the web site is still under construction, and all features may not be available. We are endeavoring to be fully functional during Summer 1997.