

**The Adler School
of
Professional Psychology**

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Adler School of Professional Psychology

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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 level institution in the world having Individual Psychology as its major educational orientation.

Individual Psychology is a comprehensive science-of-living system originated and developed by the well-known Austrian psychiatrist, Alfred Adler (1870-1937). Individual Psychology emphasizes the uniqueness of every individual and stresses the individual's relationship with and embeddedness in society. 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 an independent school of professional psychology, drawing students from North America and around the world. The student body is comprised of persons of diverse cultures, ages, educational backgrounds, personal interests, and professional experiences. Courses are scheduled during daytime, evening, and weekend hours on a year-round schedule to accommodate both full-time and working, part-time students.

For further information about the Adler School, visit our web site at www.adler.edu.

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 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.

Accreditation & Approvals

The Adler School of Professional Psychology holds various accreditations, approvals, recognitions, and memberships, including the following.

- The Adler School of Professional Psychology is one of the oldest accredited, freestanding professional psychology schools in the nation. The School has been continuously accredited since 1978 by the North Central Association of Colleges and Schools' Higher Learning Commission. The Commission can be contacted at NCA-HLC, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (800) 621-7440, web site: www.ncacihe.org.
- The Adler School has authority to offer courses and programs in the State of Indiana. Its programs in Indiana are regulated by the Indiana Commission on Proprietary Education which can be contacted at, ICPE, 302 West Washington Street, Room 201, Indianapolis, IN 46204, (800) 227-5695 (toll-free) or (317)232-1320.
- Adler's Doctoral Program in Clinical Psychology is accredited by the American Psychological Association. The APA's Committee on Accreditation can be contacted at The Office of Program Consultation and Accreditation, 750 First Street NE, Washington, D.C. 20002, web site: www.apa.org. 1-800-374-2721, 202-336-5500

- The Doctoral Program in Clinical Psychology is listed as a Designated Doctoral Program in Psychology by the National Register of Health Service Providers in Psychology.
- Adler's Substance Abuse Counseling Program is approved by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA).
- Adler's Master of Arts in Counseling Psychology: Art Therapy is approved by the American Art Therapy Association, Inc. (AATA).
- The School's educational offerings are approved for veterans' education by the State Approving Agency for Veterans' Education.
- Adler has authorization under Federal law to enroll nonimmigrant alien students through approval by the Homeland Security Department.
- The Adler School is a member of the following organizations:
 - National Association of Independent Colleges and Universities,
 - National Council of Schools and Programs of Professional Psychology,
 - North American Society of Adlerian Psychology (NASAP),
 - International Association of Individual Psychology,

Master's Level Licensure

Graduates of the Master of Arts programs (with the exception of the M.A. in Police Psychology program) are qualified to sit for the licensing examination for Licensed Professional Counselors (LPC) in the State of Illinois. With additional post-graduate, supervised clinical experience, graduates of the M.A. programs are eligible to sit for the licensing examination for Licensed Clinical Professional Counselors (LCPC) in the State of Illinois.

Doctoral Level 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 individual states or provinces may impose. Adler School doctoral graduates have become licensed as psychologists in over 25 states and provinces as well as fully credentialed for practice in a number of other countries.

Degree & Certificate Programs

The Adler School is committed to serving both traditional and nontraditional students. A number of degree and certificate programs can be completed on either a full-time or part-time basis. Note that the Doctoral Program has a one year full-time residency requirement. Programs are offered in the following areas:

Doctor of Psychology (Psy.D.)

in Clinical Psychology

Masters of Arts in:

Counseling Psychology
Counseling: Art Therapy
Counseling & Organizational
Gerontological Psychology
Police Psychology
Marriage and Family Therapy

Certificates in:

Adlerian Psychotherapy
Art Therapy
Clinical Hypnosis
Clinical Neuropsychology
Marriage & Family Counseling
Group Psychotherapy
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 applicants. For further information, please contact the Psy.D. Program Director.

Continuing/Professional Education

The Adler School is committed to providing lifelong learning and service to the public. A number of continuing 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 course requirements or certificate programs, or earn continuing education credits.

The School is approved by the following organizations to sponsor continuing education programs (CEU):

- The American Psychological Association,
- The National Board for Certified Counselors,
- The State of Illinois Department of Financial and Professional Regulations (for Registered Social Workers), and
- The Illinois Alcohol and Other Drug Abuse Professional Certification Association.

A number of continuing education programs are held throughout the year in areas such as addictions, gender issues, ethnoculture issues, and gerontology. Many programs are free and open to both professionals and the general public. Continuing Education Certificates are available for a nominal fee. For information, please contact the Registrar's Office.

Satisfactory completion of the Certificate in Clinical Hypnosis satisfies training and education qualifications for full membership in the American Society of Clinical Hypnosis (ASCH).

Faculty

The School's educational philosophy is embodied in its diverse, dedicated, and highly qualified faculty, chosen for their educational qualifications, professional experience, clinical training and practice, professional and community involvement, area of expertise, scholarship, and ability to teach. Faculty members are licensed professionals who combine clinical practice with their instructional duties. Many hold or have held leadership positions in professional organizations, and most present workshops and seminars throughout the United States, Europe, Canada, and other countries. The faculty's high level of professional activity enriches the curriculum and models for students the integration of clinical practice, research, and professional contribution.

The faculty consists of core, part-time program, and adjunct members. Core faculty members are full-time. Core faculty are actively involved in academic governance, faculty committees, clinical supervision, curriculum development, research, and other faculty-related matters. Core faculty typically are on campus four days each week. The accessibility of faculty provides for a great degree of interaction with students. The faculty strives to create an atmosphere characteristic of a learning community engaged in the discovery and development of knowledge, values, and skills to help solve human problems.

The core faculty is supplemented by part-time program and adjunct faculty, visiting professors, and other professionals who are hired to teach specific courses or render other academic or clinical services. Adjunct faculty are typically chosen for their expertise in specific areas that supplement the regular curriculum.

Facilities & Campus Locations

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, computer lab, book store, the Sol and Elaine Mosak Library, and the Rudolf and Sadie "Tee" Dreikurs 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, Auditorium Theater, Chicago Theater, Oriental Theater, Sears Tower, Shedd Aquarium, Adler Planetarium, and the Field Museum of Natural History.

The Vancouver campus lies in the heart of the "Broadway Corridor" at 401 – 1195 W. Broadway. Facilities include classrooms, administrative and faculty offices, bookstore, the Birdie Mosak Library, and a Counseling Center.

Located minutes from downtown Vancouver, public transportation is steps from the campus, and all the conveniences of Broadway are within easy walking distance. Water and mountain views abound from the classrooms, and school balconies overlook False Creek and provide a spectacular view of downtown. This is a central location, easily accessed by major city bus routes, and 20 minutes from the Vancouver International Airport. Granville Street is well-known for its shops and restaurants, and is within a short walking distance from the school. The area of False Creek and Granville Island Market are within a 15 minute walk.

Downtown Vancouver, theatres, restaurants, Stanley Park, and English Bay Beach are all just moments away-either on foot or a brief bus ride over the Granville Street Bridge.

Satellite Instructional Sites

The School also offers courses and programs in Montreal, Quebec:

- Adler Graduate School of Psychology Montreal, 4823 Sherbrooke West, Suite 220, Montreal, Quebec H3Z 1G7

For more information about those courses and programs, contact the Office of Admissions at the Adler School in Chicago by phone at (312) 201-5900, extension 222; by fax at (312) 201-5917; or by e-mail at admissions@adler.edu.

Library

The Sol and Elaine Mosak Library contains one of the most extensive collections of Adlerian oriented research materials in the world. Faculty and students have access to collections including more than 12000 interdisciplinary psychology related monographs, 140 current journal subscriptions, and 1000 audio-visual resources.

The library contains one of the most extensive collections of Adlerian oriented books, journals, manuscripts, reprints, thesis and audio-visual resources in the world. Within the library, the collections of the Adler Athenaeum hold primary and secondary resources on Alfred Adler and Rudolf Dreikurs. This archival center houses manuscripts, correspondence, and theses related to Individual Psychology. Permission to access archival collections can be obtained by contacting the library staff.

The professional staff of the Sol and Elaine Mosak Library guide library users through traditional and electronically formatted information resources. They offer instruction in database services, reference collections, research tools and other library resources. The librarians have created and maintain indices to the journals of Individual Psychology, as well as Adler School dissertations and theses. The library's professional affiliations include: ACRL, ALA, AMHL, CARLI, CMLS, HSLI, ILA, and NASAP. To facilitate research, the library subscribes to Academic Search, Dialog, Docline and FirstSearch. Interlibrary loan services are provided via DOCLINE, ILLINET, and OCLC.

Major subject areas of the collections encompass: Adlerian Psychology, Alcohol and Substance Abuse, Art Therapy, Clinical Psychology, Cognitive-Behavioral Psychotherapy, Family Therapy, Forensic Psychology, Gender and Culture, Gerontology, Group Therapy, Health Psychology, Hypnosis, Marital Therapy, Mental Health, Neuropsychology, Organizational Psychology, Psychological Assessment, Psychological Research and Spirituality.

The library can be contacted by telephone: (312) 201 5900 extension 234; by fax: (312) 201 8756 or by email: library@adler.edu. The library webpage is found at: www.adler.edu/content.aspx?ntopicid=722

Psychological Services Center

The Rudolf and Sadie “Tee” Dreikurs Psychological Services Center (PSC) is a full-service, community mental-health counseling center licensed by the State of Illinois Department of Professional Regulation. The PSC has a dual mission: to provide psychological services to the public and to serve as a clinical training site for the School’s master’s, doctoral, and certificate program students.

Services provided to the public include psychotherapy, neuropsychological assessment, support groups, parenting classes, consultation, vocational assessment, psychological testing and psychoeducational programs. In addition to its central location on campus, the PSC has a number of satellite locations throughout the Chicago area serving clients in diverse settings such as elementary and secondary schools, correctional facilities, churches, transitional homes, gerontological facilities, and businesses.

The PSC’s 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.

The PSC’s psychological services are provided by master’s, doctoral, and post-doctoral trainees under the supervision of the School’s core faculty, all of whom are licensed clinical psychologists. Additional supervision may be provided by adjunct faculty or individuals holding supervisory responsibility at satellite locations.

Master’s and doctoral practicum fieldwork, doctoral internships, and post-doctoral training all can be completed through PSC sites. Trainees are matched with sites based on their interests, training and education needs, and abilities. All trainees spend at least some of their clinical time at the central location. PSC training experiences include providing direct clinical service under supervision; individual, group, and peer supervision; case management and triage meetings; didactic workshops and seminars; and other learning experiences.

The PSC’s Pre-Doctoral Internship Program in Clinical Psychology is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC): APPIC Central Office, 733 15th Street NW Suite 719, Washington, D.C. 20005, (202) 347-8480. The internship is a partially affiliated program, reserving four of its five positions for Adler School students.

For more information on clinical training opportunities, e-mail the PSC at psc@adler.edu, or call (312) 201-5900 x248, or (312) 327-0959.

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 promotes nondiscrimination and equal opportunity in the student body, faculty, and staff through positive and continuing action programs. The School dedicates major effort to identifying, utilizing, and serving members of traditionally underserved groups, including members of ethnic and cultural minorities and women. The Adler School makes reasonable accommodations on the basis of physical and mental disability in accordance with the Americans with Disabilities Act (ADA).

The School maintains policies and procedures to protect the rights of individuals. Policy statements on individual rights, expected behavior, and procedural guidelines for resolution of problems are given to all students during New Student Orientation and are available to all

members of the School community at central and dispersed locations throughout the School. Questions, concerns, or complaints regarding School policy and practice or protection against discrimination should be directed to the Vice President of Administration Office and will be handled according to published procedures.

All individuals have the right to contact the Illinois Department of Human Rights (IDHR) at (312) 814-6200 or TDD (312) 263-1579 and/or the United States Equal Employment Opportunity Commission (EEOC) at (312) 353-2713 or TDD (800) 669-3362. A charge with the 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 alleged incident.

Diversity

The Adler School is strongly committed to increasing individual and cultural 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, disability status, gender, and age are respected by others and acknowledged in all institutional events. The curricula of all programs incorporate the acquisition of knowledge, skills, and values related to individual and group diversity. Field placements for clinical training are available in areas where the clientele is partly or primarily from traditionally underserved groups.

Recruitment and retention of a diverse student body is important to prepare students to enter a world in which understanding of individual and cultural diversity is essential for peace and progress. Student organizations provide support and fellowship for students who are members of diverse and marginalized groups.

Rights Reserved

This Catalog and the contents 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.

The Adler School reserves the right to refuse to admit or readmit any applicant. Furthermore, the Adler School reserves the right to dismiss any student at any time who fails to give satisfactory evidence of academic or clinical ability, earnestness of purpose, or active cooperation in all requirements for acceptable program completion.

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

General Academic Policies & Procedures

Schedule

The year-round instructional format consists of four terms. Each credit hour is equal to 12 contact hours of instruction, which is supplemented by appropriate reading, research, study, and other educational activities students are expected to undertake between class sessions.

Courses are held during daytime, evening, and weekend hours. Most courses are offered in two formats. In the traditional format, classes meet weekly throughout the term; however, students should be aware that practicum and other School activities require additional time commitments which may include weekdays or evenings. In the non-traditional format, the flexible course schedule is designed to increase access to higher education for working students. In both formats, study is distributed across the term, the hours of instruction meet the formula given above, the same educational experiences are provided, and students are held to the same standards of performance.

Cancellation of Courses

The School reserves the right to cancel any course due to low enrollment, unavailability of an instructor, or other factors. When this occurs, students will be notified before the first class meeting. In this instance, students will be given the option of adding another class or receiving a full tuition refund.

Student Advisement

Student advisement and mentoring is regarded as an important part of a faculty member's responsibility and the students' educational and clinical experience. Upon being accepted into a program, students are assigned a faculty advisor. Students are required to meet with their advisors regularly to review their progress in the program, their experiences at the School, training interest and plans and their career goals. Advisors help students clarify educational and professional goals, discuss personal concerns, and assist students in utilizing opportunities at the Adler School to the fullest extent. Advisors also assist students with planning their course schedules to help maintain appropriate progress toward degree completion; however, the final responsibility for meeting course and graduation requirements rests with students. To assist new students, the Student Services Department conducts mandatory student orientation sessions throughout the year.

Registration

Term schedules are published online prior to the start of the term. Students may register for courses in person, by mail, or by fax. Registration and tuition payment plan deadlines are published each term. Continuing students who register after the deadline will be charged a late registration fee. Registrations will not be accepted for students with delinquent accounts.

Registrations are processed according to a priority system based on the student's year of entry. Because class sections do occasionally close due to enrollment caps, students are encouraged to register based on the schedule provided. The registration form must be completed

in full and it must include an advisor signature. Incomplete forms will not be processed and will be returned to students.

Students wishing to register for more than 15 credit hours in any term must have written approval from the Vice President of Academic Affairs.

Adding/Dropping Courses After Registration

To add or drop a course, students must submit the required Add/Drop form to the Registrar and pay the required fee. A fee is charged for each Add/Drop form processed. Multiple requests indicated on one Add/Drop form will result in a single fee. Students are permitted to add courses prior to the first class session. Enrollment is not permitted once a course begins.

Class Attendance

Students are responsible for maintaining regular and punctual attendance at each class session. Students who expect to miss or arrive late for class are expected to notify the instructor in advance. Students who miss one third or more of a course will receive a grade of “NC” (No Credit) and must repeat the course. Students whose absence in less than one third of the course affects the quality of their work or the work of the class may be given a lower grade. Special consideration may be made in the case of illness or other instances deemed justifiable by the instructor.

Students may not register for overlapping classes as this would result in absences from one or both classes.

Course Withdrawal Procedure

Requests to withdraw from courses after the first class session must be submitted in writing to the Registrar. Simply notifying the instructor or ceasing class attendance does not constitute an official withdrawal. The official date of withdrawal is the date written notification is received by the Registrar. Students may not withdraw after the eighth week in a regular term, after the second class session of an intensive course, or after the first session of a weekend course without approval from the students’ academic advisor. Students who do not officially withdraw by the withdrawal deadline must complete the course, and an appropriate grade will be assigned.

If students withdraw from a course after the first class session, a grade of “W” (Withdrawal) will appear on their transcript. Students who stop attending class without an official withdrawal will receive a grade of “N” (No Pass) for the course. Grades of “N” are used in calculating the grade point average and are considered failing grades for the purposes of student assessment. If a course is dropped before the first class session, no notation is made on the transcript.

A drop fee is charged for withdrawal from each course after the registration period. 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 refunds will be made when students stop attending class without officially withdrawing from the course.

Full-Time or Part-Time Status

To be considered full-time, Psy.D. students must carry nine (9) or more credit hours each term; M.A. students should check with their Program Directors regarding what constitutes full-

time status in their respective programs. Students 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. Psy.D. students carrying eight (8) credit hours or less each term are considered half-time. Any students registered for less than five (5) credit hours are considered less than half time and are not eligible for financial aid funds. Students registered for practicum, dissertation and/or internship, as well as doctoral dissertation extension, satisfy the requirement for half-time study, and are eligible to receive Title IV funding and deferments.

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 can maintain their current student status by registering for Continuous Enrollment for a maximum of two consecutive terms. Doctoral students working on dissertations after registering for the required dissertation credits and completing the internship must register each term for Doctoral Dissertation Continuation to remain in good standing.

Students who fail to maintain active student status will be administratively withdrawn from the School unless they have previously obtained an approved leave of absence. Students who have been administratively withdrawn and wish to return to their studies must submit a new application for admission no sooner than one year after their dismissal and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Satisfactory Progress

Students must maintain satisfactory academic progress to be considered current students. Students are considered to be making satisfactory academic progress as long as they are taking a course load that ensures steady movement toward degree completion and meeting academic and clinical standards.

Students must maintain a “B” (3.0) grade point average to be in good academic standing, to participate in practica, to receive financial aid, and to graduate.

Master’s and certificate program students must complete a minimum of thirteen (13) credit hours every twelve months and must 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; must satisfy a residency requirement of a minimum of nine credit hours or more per term for three consecutive terms, or thirty (30) credits within any 12 month period with a minimum enrollment of five (5) credit hours during three of the four academic terms; and must satisfactorily complete all requirements for graduation within seven years of the date of first registration following admission to the School. (The internship year cannot be counted towards fulfilling any portion of this residency requirement.) These requirements constitute the minimum enrollment necessary to be considered in good standing.

Student Evaluation

The School requires that students demonstrate the highest standards of academic, personal, and professional conduct. The determination of students’ performance is not limited to grades or grade point average but includes all factors in the students’ academic and clinical progress and professional development. Upon entry into the program, all Adler students are provided a statement regarding the legitimate responsibility and interest The Adler School places upon the

multiple aspects of student development and functioning (e.g. cognitive, emotional, psychological, interpersonal, technical and ethical) in the evaluation of student-trainees to protect the public and the profession. All students are asked to sign a document indicating that they have received and reviewed this statement. This signed document will be retained in the student file. In light of this policy, in addition to assigning a grade, instructors also may submit a written evaluation of students' performance including strengths, weaknesses, and recommendations for any additional work that may be needed.

Practica, internship, and qualifying examinations assess global and integrative competence in the knowledge, skills, and attitudes expected of students as they progress toward their degrees. Performance in individual classes may not be predictive of performance in clinical training situations or on qualifying examinations.

Professional psychologists and counselors have a duty of care to the public and to society. This duty makes the assessment of students' clinical competency and suitability of particular importance. Students are evaluated throughout their practicum and internship by both clinical supervisors and faculty. Students who fail to meet academic or clinical requirements or who violate standards of professional, academic, or personal conduct are subject to dismissal.

Qualifying Examinations

All M.A. degree programs require the successful completion of the M.A. Clinical Qualifying Examination. The Psy.D. degree program requires successful completion of the Doctoral Written Qualifying Examination and the Doctoral Clinical Qualifying Examination. Two attempts at qualifying examinations are permitted. Students who do not pass qualifying examinations on the second attempt are subject to dismissal and referred to the Student Comprehensive Evaluation Committee.

Grading System

Traditional letter grades are given for most of the courses offered. A limited number of courses are evaluated on a pass/no pass basis. The grading system is as follows:

Grade	Description	Grade Point
A	Excellent	4.0
B+		3.5
B	Satisfactory	3.0
C+		2.5
C	Marginal	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
N	No Pass	0.0
NC	No Credit	0.0
I	Incomplete	n/a
IP	In Progress	n/a
NP	No Progress	n/a
M	Missing Grade	n/a
P	Pass	n/a
AU	Audit/No Credit	n/a
W	Withdrawal	n/a
TR	Transfer	n/a

In Progress

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

No Progress

A grade of “NP” (No Progress) is given to students enrolled in Dissertation Proposal or Dissertation whose work does not indicate that they are making required progress on completion of their dissertation proposal or dissertation. Any student receiving three consecutive grades of NP will be referred to the Student Comprehensive Evaluation Committee for review. The “NP” will be removed from the transcript when the final grade for either Doctoral Dissertation Proposal or Doctoral Dissertation has been posted.

Incomplete

An “I” (Incomplete) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the normal time allowed. An Incomplete grade is allowed only with the written consent of the instructor and indicates that the student has presented a satisfactory reason for receiving an incomplete grade. Students must request an incomplete prior to the due date of the final requirement of the class in question.

For an incomplete to be granted, students must file with the Registrar a completed Incomplete Agreement form, approved and signed by the instructor, which states what the student must do to satisfy the course requirements, including the instructor’s grading criteria and the agreed-upon completion date. The maximum time limit for finishing incomplete work is the end of the following term.

Notation of an “I” grade remains on the transcript alongside the final grade following completion of the requirement. Receipt of more than one “I” grade may preclude students from enrolling in subsequent terms and the student may be referred to the Student Comprehensive Evaluation Committee.

If the course work is not successfully completed within the time limit established by the instructor (less than one term, or within one term following the course), the Incomplete grade will be changed automatically to an “N” (No Pass). Students who receive an “N” grade will not be allowed to register for the subsequent term and will be referred to the Student Comprehensive Evaluation Committee for evaluation.

Pass/No Pass

A grade of “P” (Pass) is assigned upon satisfactory completion of practicum requirements, a limited number of regular courses, the qualifying examinations, and the doctoral dissertation. A grade of “N” (No Pass) is assigned upon unsatisfactory performance in practicum or 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 and are considered failing grades for the purposes of student assessment.

Audit

Students registered officially as auditors will receive, upon completion of the course, a designation of “AU” on their transcripts which signifies neither credit nor a grade. After an audited course is completed, it 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. To change an incorrectly recorded grade, students must file a petition with the Registrar. The Registrar will conduct a review of the circumstances and make a determination as to whether the original grade should be changed.

Students who may have disputes over the assignment of grades are encouraged to speak with the faculty member directly. If the student feels that a satisfactory solution has not been provided, the student should discuss the grievance with their faculty advisor. If the grievance is still unresolved, the student should proceed to the formal institutional grievance procedures. . Guidelines and detailed information about the grievance policies may be obtained from the Director of Student Affairs.

Grade changes or alterations to student records are not permitted after a degree has been officially posted to the academic record.

Academic Standards

Students whose grade point average falls below a “B” (3.0) or who have received two grades of “C+”, “C” or “I”, or a single grade of “N”, “D”, “X”, or “F” will be referred to the Student Comprehensive Evaluation Committee. The Committee will conduct a review of the student’s records, which may include a meeting with the student, and make recommendations regarding the student’s standing. Such recommendations may include, but are not limited to, academic probation with a remediation plan or dismissal from the School.

Only two grades of “C” or “C+” and no grades of “D”, “F”, or “N” may be counted toward degree completion. A maximum of six (6) credit hours may be repeated to remediate deficient grades and, thus, qualify for graduation. Both the original course grade and the repeated course grade will be calculated in the overall GPA, and both will appear on the transcript.

Students who receive more than any combination of six (6) credit hours of “C+” or “C” or who receive a single grade of “N”, “D”, “X”, or “F” in any course or program requirement are subject to immediate dismissal.

Leave of Absence

Students may request a Leave of Absence due to illness or other extenuating circumstances by completing a Leave of Absence form and submitting it to their Faculty Advisor. Upon review of the form explaining the necessity for the leave, the Faculty Advisor will sign the form and forward it to the Registrar’s Office. A Leave of Absence may be granted for a period not to exceed four terms (one calendar year). If a student has accepted a practicum or internship prior to requesting a leave, or is completing a practicum/internship at the time of the request, the student must contact the Director of Training prior to submission of the form to their faculty advisor. The Leave of Absence will be noted on the student’s transcript for each approved term until the student returns to school.

Approval of a Leave of Absence does not extend the deadline for completion of course

work or other course requirements. The continuous enrollment fee is waived for students on approved Leave of Absence.

Students who do not return from a Leave of Absence by the agreed upon term will be administratively withdrawn from the School. To return to the School, administratively withdrawn students must submit a new application for admission and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Withdrawal in Good Standing

Students may withdraw from the School in good standing by submitting a letter of request to the Registrar. To withdraw in good standing, students must be in good academic standing at the time of withdrawal, have completed all requirements for courses and clinical work for which they are registered, have made full payment of all outstanding tuition and fees, and not be subject to any pending ethical or academic inquiry. Withdrawal in good standing is noted on the transcript.

Former students who wish to return to the School after withdrawing in good standing must submit a new application for admission and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Transcripts

Transcript requests must be made in writing to the Registrar. Requests made via fax will be honored; however, verbal requests, whether made in person or by telephone, cannot be honored. 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, sent directly from the Office of the Registrar, and bearing the Registrar's signature. All other transcripts are unofficial. Students must be in good standing and have no outstanding obligations or debts to the School before an official transcript will be issued. The transcript request form may be accessed online at <http://www.adler.edu>

Confidentiality of Records

The Adler School complies with the Family Educational Rights and Privacy Act of 1974 in maintaining and releasing personally identifiable information and records for currently enrolled or former students. Students have the right to inspect and review any and all of their official educational records no later than 45 days after submitting a written request to the Registrar in accordance with the provisions of this Act. Current or former students may, upon written request, inspect their educational records after making an appointment to do so with the Registrar. Applicants who are not admitted to the School or who do not matriculate following admission have no right of access to their submitted educational records.

Students who believe that their educational records contain inaccuracies or misleading information or that their right of privacy is violated on the basis of information contained in such records have the right to challenge such information. If the information is found by the appropriate School official to be incorrect, misleading, or in violation of the student's right to privacy, the student has the right to have the information changed or removed from the record. If the information is not found by the School to be incorrect or misleading, the student may include in the record a statement of explanation. The student's explanation shall be included in any subsequent disclosure of the record.

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 an appropriate 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. In such a hearing, 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, be advised by an individual of his or her choice, and call witnesses on his or her own behalf. The Hearing Officer shall have the right to seek legal counsel or advice. The Hearing Officer shall arrive at a final decision on the matter based solely on the evidence presented at the hearing and shall prepare a summary of the evidence and reasons for the decision. The student will be provided with a copy of the Hearing Officer's report.

Directory information pertaining to students or graduates may be released to the public at the discretion of the School. This information may include some or all of the following data: name, address, telephone listing, field of study, date and place of birth, dates of attendance, degrees and awards received, most recent previous school attended, postgraduate employer and job title, participation in officially recognized activities, and recognition of honors received. To request that any or all of this information not be released, students must inform the Registrar in writing.

School policy prohibits providing information over the telephone, including requests for student and faculty home telephone numbers, home addresses, transcripts, or grades, unless waived by the student for specific purposes such as to facilitate financial aid requests. Disclosure of any student's record to persons or agencies who are not associated with the School requires the student's written consent. Letters of recommendation submitted for admission to the School shall not be released, except to the student, in compliance with FERPA. No copies of such records shall be made for purposes of transfer. Students who have waived their rights to access such information do not have the opportunity to inspect these records.

Students who believe that their privacy rights have been violated have 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. Students are expected to exhaust the School's established internal administrative procedures and remedies for relief before filing such a complaint.

Degree Completion & Graduation

Two dates apply to program completion. The first is the date on which students meet requirements for the degree. The date of degree completion is noted on the transcript.

The second is the date of graduation, which is either the April or the October following degree completion, whichever is sooner. The date of graduation is recorded on diplomas and is noted on the transcript as the date the degree is conferred.

The October graduation date also serves as the date of Adler's annual Fall Commencement. Participation in Commencement is expected. Students graduating from a degree or certificate program in October or from a degree or certificate program the prior April are eligible to participate in Commencement for that year.

In exceptional circumstances, students who have not met all graduation requirements for the October deadline, but who are expected to do so in time for the following April graduation, may be allowed to participate in the Commencement ceremony the October before they actually

graduate. Therefore, listing in the Commencement program of any given year does not constitute public or official notice that a degree has been granted.

Doctoral students are encouraged to confirm progress toward degree completion with their academic advisors on a quarterly basis. M.A. students must confirm progress toward their degree before applying to sit for the M.A. clinical qualifying examination.

Students who expect to complete a degree or certificate program must file an Application for Graduation with the Office of the Registrar. The Registrar will confirm whether students have met requirements for the degree or certificate and recommend them for graduation to the Faculty Council. Students must be formally approved by the Faculty in order to graduate.

Students who expect to graduate in October must submit their Application for Graduation, meet all degree requirements and pay all tuition and fees by August 31. For April graduation, the Application for Graduation must be submitted, all degree requirements and all tuition and fees paid by March 1. Upon request, the Registrar's Office will write a letter confirming degree completion for students awaiting graduation.

Student Responsibility

Students are responsible for knowing and adhering to all regulations and requirements published in this Catalog, in various School handbooks, and in other posted or mailed notices. Students also are responsible for acquainting themselves with course prerequisites and for enrolling in appropriate courses.

The general policy of the School is to permit students to satisfy the requirements for graduation 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, policies, and procedures, and to apply changes to new and current students alike. Therefore, before engaging in any new component of their education and training (such as practica, qualifying examinations, internship, or dissertation), students are expected to familiarize themselves with the most current requirements and expectations. A number of handbooks and other documents are available that address these major activities.

Student Conduct

As indicated above in the section on Student Evaluation, students should know that faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These areas include, but are not limited to, emotional stability and well-being, interpersonal skills, professional development, self-reflection and self-awareness, openness to supervision, and personal fitness for practice. The School reserves the right to take disciplinary action including, but not limited to, suspension, placement on probation, or dismissal of a student at any time when a student's academic or clinical performance, ethical standards, attendance, financial delinquency, emotional stability, or personal conduct is significantly detrimental to the educational goals and purposes of the institution.

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 proper acknowledgment and appropriate use 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 and take-home examinations. Failure to comply with the highest standards of

academic integrity and conduct, including plagiarism or receiving improper assistance, will result in disciplinary action, and may lead to dismissal from the School.

A student may be subject to disciplinary action, including dismissal from the School, when excessive course withdrawals or class absences interfere with fulfillment of course requirements, when the student's behavior has been disruptive or is detrimental to the learning environment, when the student's physical health or emotional stability interferes with course work or clinical training, or when 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.

Students engaged in activities which are unlawful or unethical or for which they are not qualified or lack appropriate clinical supervision are subject to dismissal from the School.

Students with questions as to whether a particular course of action meets the School's expectations for student conduct may receive guidance from the Director of Clinical Training or the Director of Student Affairs.

Student Grievance

All Adler School students are entitled to enjoy and exercise, without penalty, the rights of citizenship. A student grievance procedure has been developed to assist students in resolving problems or complaints that cannot be dealt with through normal administrative channels. 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.

Guidelines and detailed information about student grievance policies may be obtained from the Director of Student Affairs.

Sexual Harassment

It is the policy of the Adler School to provide an environment in which no student, client, administrator, faculty member, employee, or other person associated with the School shall be subject to sexual harassment, restraint, interference, or coercion. There shall be no reprisal against individuals 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 expected to comply with this policy.

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

Guidelines and detailed information about sexual harassment policies are provided in the

Student Handbook which may be obtained from the Director of Student Affairs.

Student Organizations

Students are encouraged to participate in the governance of the School and to have input into their educational experience through participation in student organizations. Such participation provides students with an opportunity to develop leadership skills and collegial relationships that have direct application to the professional roles to which they aspire. There are several student organizations at the School which provide such opportunities and which recognize the importance of student involvement and input in the functioning of the School. Chief among them is the Adler Student Association which represents student interests through attendance at faculty meetings and membership on administrative and faculty committees. Representatives of the Student Association offer input and advise the faculty and administration about student concerns. In addition, the Student Association plans functions of interest to students; hosts events; assists with graduation and formal ceremonial events; and engages in other activities as determined by students. The Vice President of Administration serves as advisor to the Adler Student Association.

Several other student organizations have been formed to provide support and fellowship for members of minority groups or to support other special interests. Membership in every student association is open to any student with an interest in the group's mission, issues, or activities. The visibility and corresponding activity level of these organizations varies with the interests of the student body at any given time. Students are strongly urged to take the opportunity these organizations provide to develop leadership skills and fellowship and to participate in the governance of the School. Faculty members with specific interest in gender issues, ethnocultural issues, or relevant topics serve as advisors to the following student organizations. Special interest student groups include:

- the Adler School Chapter of Psi Chi, the National Honor Society in Psychology;
- the African American Student Association;
- Crossroads (exploring connections between religion & therapeutic practice);
- the Gay, Lesbian, Bisexual and Transgendered (GLBT) Students Association;
- the International Student Association;
- the Latino Student Association;
- Masala – the Southeast Asian Student Association;
- Sigma Phi Omega, the Gerontology Honor Society; and
- the Social Justice Group.

Drug-Free School Program

In compliance with Public Law 101-226, The Drug-Free Schools and Communities Act Amendments of 1989, the Adler School of Professional Psychology has implemented the Drug-Free School Program. Under this Program, 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.

Crime Awareness and Campus Security

In compliance with the "Crime Awareness and Campus Security Act of 1990," Title II of Public Law 101-542, the Adler School of Professional Psychology reports and publishes Institutional Security Policies and Crime Statistics.

Staff, faculty and students who violate local, State and/or Federal laws will be subject to criminal prosecution.

Criminal actions concerning murders, rapes, robberies, aggravated assaults, burglaries and motor-vehicle thefts must be reported to designated Adler School security personnel. The local and/or Federal law enforcement authority will be contacted immediately and appropriate action will be taken.

Admissions Policies & Procedures

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 cultural backgrounds, varied academic and work histories, and broad geographic exposure.

All applicants for admission to 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 must demonstrate acceptable proficiency in spoken and written English. Applicants nearing completion of a baccalaureate degree may apply for early admission contingent upon successful completion of the undergraduate degree.

Possession of the minimum requirements does not ensure admission. The School reserves the right to admit or deny admission based on the professional judgment of the faculty and administration involved in the admissions process.

Application Deadlines

Priority Deadlines

The Adler School employs a rolling admissions process. While applications are accepted throughout the year, priority deadlines are in place for the doctoral program (see below program grid). In some cases, programs fill so applicants are strongly encouraged to begin the application process at least two months before their planned term of entry.

Applicants seeking admission to the Psy.D. program for the Fall term should submit a complete application by the priority deadline of February 15th in order for interviews to be scheduled and notification of acceptance to be completed by April 1. Those who are admitted must 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. These criteria state that acceptance of an offer of admission that is given or left in force after April 15 commits students to not 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 February 15th deadline does not apply to certificate and master's level programs.

Program	Priority deadline	Term of entry
Psy D	February 15th November 1st	Fall Winter (January)
MA in Counseling	Rolling	Fall and Winter
MA in Organizational Psychology	Rolling	Fall Entry Only
MA in Counseling Art Therapy	Rolling	Fall and Winter
MA in Gerontological Psychology	Rolling	Fall Entry Only
MA in Marriage and Family Counseling	Rolling	Fall and Winter
MA in Police Psychology	Rolling	All
Certificates	Rolling	All

Note: Deadline for Adler Scholarships is June 1st for Fall and November 15th for Winter. Scholarships are awarded each year to new and continuing students.

Application Procedures

Applicants begin the admission process by submitting:

- A completed Adler School Admissions Application Form;
- A typed 500-word autobiographical essay/personal statement;
- A non-refundable \$50.00 application fee;
- Three (3) letters of recommendation, using Adler recommendation form (found in application packet)
- Official Transcripts from each undergraduate and graduate school attended

Application forms can be obtained from the Office of Admissions or from the Adler School web site at www.adler.edu. Official transcripts must be sent directly to the Office of Admissions. Non-English transcripts must be translated into English by a professional translation service.

When all materials required for application have been received, applicants' completed files will be reviewed and evaluated by the Admissions Committee. Applicants whose materials are acceptable as determined by this review will be invited to an admission interview.

Evaluation of Applicants

Applicants are evaluated on the basis of past academic performance; ability to speak and write English; content and clarity of writing; 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 and GRE and other standardized scores, if submitted. It is expected that applicants will be free of traits that would interfere with successful program completion and effective professional functioning.

Following completion of the admissions process, applicants will be notified in writing of the admission decision. 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.

In accordance with the common practice of academic institutions, reasons for denying admission will not be discussed with unsuccessful applicants. The School's decision is final and is not subject to appeal.

Provisional Admission

Successful applicants may be admitted with full standing or provisionally at the sole discretion of the Admissions Committee. Provisional admission may be granted when applicants do not meet the requirements for full admission but demonstrate exceptional motivation or other qualifications as well as a willingness to comply with additional conditions specified by the Admissions Committee.

Provisional status will be noted on students' transcripts until criteria for full standing have been met. Students will be notified in writing when full admission has been granted. It is the responsibility of students to actively pursue completion of admission conditions and to submit

documentation that conditions have been met. 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 \$500 (PsyD students) or \$200 (MA and Certificate students) nonrefundable tuition deposit which will be credited toward payment of the first term's tuition and fees. Applicants for admission may receive a refund of the tuition deposit if a letter requesting cancellation is received within five working days after their statement of acceptance is received by the School; otherwise, admitted applicants who choose not to enroll shall forfeit their deposit.

If a statement of acceptance is not received from applicants within thirty days, the offer of admission will no longer be valid, and the applicants' files will be inactivated.

Deferring Admission

Students that have been fully admitted into a degree program may defer their admission for one year after their original term of admission. To defer admission the student must have their statement of acceptance along with the appropriate tuition deposit on file with the Office of Admissions. Students may not defer for more than one year. Students that defer their admission and do not attend must reapply for admission by sending a new Admission Application, \$50 application fee, 3 letters of recommendation and all official transcripts as outlined in Admissions Procedures in the current catalog. The Office of Admissions will destroy student files for those students who do not enroll by their intended start date.

Applicants who do not matriculate into a degree or certificate program do not have the right of access to their admission files.

International Applicants

International applicants must submit a completed application as outlined above. In addition, any applicant where English is not their first language, 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 who have taken the paper-based TOEFL should have a minimum score of 550. Those who have taken the computer-based TOEFL should have a minimum score of 213. Students that have previously earned a Bachelors or Masters degree in an accredited program in the United States will not be required to take the TOEFL.

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. International applicants must also submit documentation of sufficient financial resources to complete the program and cover living expenses while attending the Adler School. Once enrolled in the program, students must pay tuition and fees at the time of registering for classes. International students will not be allowed to register for classes if they have an outstanding balance which jeopardizes the student's ability to remain in the US under their F-1 student visa.

Students that have been accepted into a degree program at the School, will be issued an I-20 upon receipt of their Statement of Acceptance and the appropriate tuition deposit. Students should allow enough time for securing an F-1 student visa in their country for travel to the US. It is the student's responsibility to provide the Office of Admissions with a current foreign address

and mailing address if different, along with the intended US address. I-20s cannot be mailed to Post Office Box numbers.

Once the student arrives on campus, they must notify the Office of Admissions of their arrival and update their US address. I-20s cannot be updated with Homeland Security until we receive this information.

International Students must have their I-20s updated each year they are in attendance at the School. Students must maintain full-time status (9 credit hours) for each term while enrolled in their program. If the student has extenuating circumstances that require that they are enrolled less than full-time, the student must request an exception from the Director of Student Affairs. If an exception is given, then the Director will issue a letter to be used to update the student's SEVIS record and to accompany the student's I-20.

Students should not attempt to enter the United States without their current and updated I-20.

Although the School does not provide financial assistance for International Students in the form of financial aid or tuition reduction, students are eligible for Adler Scholarships unless otherwise noted.

Students-at-Large

Student-at-Large (SAL) students fall into one of three categories. In each case, these students are not degree seeking students, but will receive credit for each course taken. Students who are considering application to a degree or certificate program at Adler 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 SAL Application process as outlined below, and be approved by the Admissions Committee prior to registering for courses. Those who later seek admission to a degree or certificate program will not be required to pay an additional fee for the regular application, but will be required to submit additional information as is required to make that degree program application complete. Students-at-large are not eligible for Financial Aid.

Students-at-large must comply with course prerequisites as given in the School Catalog and other requirements for courses taken and may not enroll in courses which are reserved for students fully admitted to particular degree programs. Appropriate courses taken for credit usually will apply toward completion of program requirements for SAL who are admitted at a later date; however, successful completion of course work as an SAL does not guarantee admission to a degree or certificate program. An SAL whose application to a degree or certificate program has been denied may not enroll in further courses or continue as a student-at-large.

Because students-at-large are limited to a total of nine (9) credit hours of course work, 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 may not register for additional courses until such time as they have been formally admitted to a degree or certificate program. Credits earned as students-at-large cannot be used to improve grade point averages as an entry into a program.

Student-at-Large - Currently enrolled in graduate program other than Adler

Students that are currently enrolled in a graduate degree program in an accredited program and wish to take a class offered at Adler must submit a completed application for admission, non-refundable \$50 application fee, along with official transcripts from their current graduate

program. Applications will be reviewed by the Admissions Committee, and will not be allowed to register until they have been approved for admission as an SAL. Graduate students in psychology-related degree programs at other regionally accredited institutions bear the responsibility of verifying with their home institutions whether Adler courses will be accepted for credit.

Student-at-Large – Enrolling for required prerequisites for Admission to Adler

Students who are applying for a degree program at the Adler School and wish to take their required undergraduate prerequisite courses prior to enrolling in their program, may do so by submitting a complete SAL for Prerequisite application form and \$50 application fee to the Office of Admissions. If completed degree application is already on file, student need only notify the Office of Admissions of their intent to enroll as an SAL. SAL students continuing on in a degree program will only be charged one (1) application fee.

Student-at-Large

Students who wish to take classes for personal pursuit not related to a degree program must follow the general guidelines for SAL. In addition, the applicant must submit a completed application form, non-refundable \$50 application fee, along with official transcripts from all undergraduate and graduate schools attended. Applications will be reviewed by the Admissions Committee, and prospective students will not be allowed to register until they have been approved for admission as an SAL.

Non-Degree-Seeking Student

Qualified graduate students and mental health professionals may be admitted as non-degree-seeking students. Qualified mental health professionals may take courses as non-degree-seeking students for continuing education credit or for professional enrichment as long as they meet the minimum eligibility for admission.

A maximum of 24 credits or the equivalent in continuing education hours may be earned by non-degree-seeking students. Courses taken by non-degree-seeking students will not apply toward completion of program requirements if the individuals are later admitted to a degree or certificate program.

Non-degree-seeking students must meet all course prerequisites and all other requirements for courses taken. Individuals who have been denied admission to a graduate program at the Adler School 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. Graduate students of other institutions pursuing non-degree-seeking status at Adler may be asked to provide approval of their department chairperson to register for specific courses. Non-degree-seeking students are not eligible for Financial Aid.

Changing or Adding Programs

Psy.D. students who wish to complete a master's degree or certificate program and M.A. students who wish to change from one Adler Master's 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 can be obtained from the Admissions Office and are to be submitted to Admissions when completed. No additional application fees are required.

Students must satisfy admission requirements for the degree or certificate program in force at the time of application to the new program. Students whose materials are acceptable, as determined by review of the Admissions Committee, will be notified in writing of the decision of the Admissions Committee regarding the application to the new program.

Acceptance into and/or successful completion of one degree or certificate program neither constitutes nor guarantees admission to another program.

Master's degree students who wish to apply to the Psy.D. program must have completed at least thirty (30) credit hours of graded course work and be actively engaged in a practicum before applying. Letters of recommendation from Adler faculty and practicum supervisors and an interview with doctoral core faculty will be required. Students from MA programs who have been accepted to the doctoral program must complete all requirements for their MA degree no later than one year after acceptance.

Readmission

Applicants who have been accepted for admission but fail to take a course within one year or previously enrolled students who do not register for courses for a period of one year must submit a new application for admission and will be evaluated according to current admission requirements. If readmitted, applicants/students will be subject to program requirements in effect at the time of the new application. This applies to students who seek to return to the School following an approved leave of absence, withdrawal in good standing, or other absence.

Transfer of Credit Policy

Students accepted for admission may be granted credit transfers for graduate level courses previously taken at another accredited institution. No credit hours may be transferred into a certificate program. A maximum of fifteen (15) credit hours may be transferred into a M.A. program. A maximum of thirty (30) credit hours may be transferred into the Psy.D. program.

A request for transfer credit is considered only after students have been accepted into the Psy.D. program and have submitted the appropriate paperwork. Requests for course transfers must be completed by the end of the first term following admission.

Graduate courses from regionally accredited institutions that are equivalent to courses required in the students' degree program at Adler and in which students have earned grades of "B" or better may be considered for transfer credit. Electives and clinical training credits are not eligible for transfer credit. Course work taken more than five years prior to enrollment will not be accepted for transfer credit. Credit hours granted for courses transferred in are based on credit hours granted for the equivalent course at Adler.

Transfer of Credit forms are available from the Registrar's Office. A fee is assessed for each course evaluated for transfer credit eligibility.

Tuition & Financial Aid

Tuition & Fee Schedule

Tuition and fees are listed in the Adler School Catalog. Tuition and fees are established by the Board of Trustees and reviewed annually. Changes in tuition and fees apply to current and new students.

Students may pay tuition and fees 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. Tuition and fees are in U.S. dollars, and remittance must be made in U.S. dollars.

Payment Schedule

Tuition and fees are due and payable in full at the time of registration. Payments made to the School are first applied 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 employer reimbursement, or other such considerations unless other financial arrangements have been made. Students approved for financial aid funds are exempt until those funds are disbursed.

Students whose financial accounts are delinquent are not in good student standing and are not eligible to register for subsequent terms, begin a practicum or internship, obtain transcripts, or graduate until all outstanding balances are paid in full.

Tuition Refunds

Students who have officially withdrawn from the School or specific courses are entitled to a tuition refund to be paid within 14 days of written notification. Refunds will be based upon the total charge incurred rather than the amount paid by the students.

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	50%
After the fourth session of the course	0%

Intensive / Weekend Courses Refund Schedule

Before the first session of the course	100%
Before the second session of the course	50%
No further refunds provided for intensive or weekend courses.	

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.

The Vice President of Administration 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.

Financial Aid

The Adler School of Professional Psychology is approved by the Department of Education to award federal student aid to students who meet the eligibility requirements.

As a participant in Title IV Federal Assistance program we have many options available to students to help offset expenses while attending school. Students have the following options to choose from:

- Federal Stafford Loans
- Federal Work Study
- Scholarships
- Alternative Loans (Available to U.S. and International Students)

In order to be awarded financial assistance through the Office of Financial Aid, a student must have a completed financial aid file and must meet all eligibility requirements. . Students can begin the process of completing their financial aid file by submitting a Free Application of Federal Student Aid (FAFSA) to the Department of Education and also by submitting an Institutional Application to the Office of Financial Aid. For priority consideration students should have application materials submitted by the following dates:

Fall Term: July 15th

Winter Term: October 15th

Eligibility

To apply for federal loan and work-study funds a student must meet the following criteria:

- Citizen, national, permanent resident, or other eligible non-citizen of the United States.
- Demonstrate financial need as defined by the U.S. Department of Education for Title IV funding.
- Enrolled at least half-time in a program leading to a degree or certificate.
- Maintain Satisfactory Academic Progress.
- Comply with Selective Service registration.
- Not be in default on any educational loan and not owe a refund on a grant or loan at any institution.
- Have not been convicted of a drug offense (see question 35 of the FAFSA for more details).

Types of Aid Available

Federal Stafford Loan

The Federal Stafford Loan provides the most attractive choice among loan options for most student borrowers. Two types of loans are offered through the Federal Stafford Loan program:

- ***Subsidized***
The subsidized loan is based on need, and the government pays the interest while the student is enrolled on at least a half-time basis.
- ***Unsubsidized***
The unsubsidized loan is a non-need-based loan for educational expenses. The student is responsible for the interest upon disbursement.

Federal Work-Study (Part-Time Work)

The Federal Work-Study program provides an excellent opportunity for you to earn money from part-time work. Under this program, the federal government pays a portion of your wages and your campus employer contributes the remainder. This makes Federal Work-Study eligible students particularly attractive to campus departments that have job openings for students.

Under the Federal Work-Study program, you may work up to 20 hours per week during the Fall, Winter, and Spring and Summer quarters. During school breaks you may work up to 40 hours per week. All hiring is done on a term by term bases. Students will have to re-apply for their work study position every term.

Scholarships

The Adler School of Professional Psychology offers scholarships based on academic achievement and community involvement. Scholarships are available to both first year and returning students. Students should contact the Office of Financial Aid for applications and further information.

Alternative Loans

Alternative loans are available to U.S. and International students. When applying for an alternative loan, students should note that approval is based upon the students credit rating and interest rates vary. For more information you should contact the Office of Financial Aid.

Academic Standards of Progress

In order to participate in Title IV federal assistance while in school, the government requires that students maintain minimum requirements in order to remain eligible to receive aid. At the Adler School of Professional Psychology, students are required to maintain the following:

- 3.0 cumulative GPA for all course work attempted
- Complete at least 70% of course work attempted. A credit is successfully completed when the student earns a grade of A,B, C, D, N, or P . Incomplete (I) or In-Progress (IP) grades do not count until changed to A, B,C, D, or P. It is the student's responsibility to notify the Office of Financial Aid once an "I" or "IP" has been changed to an A, B, C, or P.

If a student falls below either of these standards, the student will be placed on Academic Probation for one term. If a student does not meet both of these standards by the end of the probation term, the student will lose his or her eligibility to receive financial assistance until the standards are met.

If there are extenuating circumstances involved with a student not meeting the Academic Standards of Progress, a student may appeal their status to be re-instated. The appeal form is available in The Office of Financial Aid. Be sure to attach third party documentation as indicated.

International Students

International students are eligible to receive alternative loans while attending the Adler School of Professional Psychology. Alternative loans are approved based on credit ratings. Students should also contact their appropriate government agencies to seek out additional sources of aid to help offset expenses while completing their course work. International student are encouraged to contact the Office of Financial Aid to obtain further information.

Tuition & Fee Schedule

Tuition

Tuition – Standard Credit Hour	\$ 484
Tuition – Dissertation Credit Hour	484
Tuition – Internship (per term)	484
Tuition & Fees – MAPP Program Credit Hour	590
Tuition – Audit Credit Hour	242

Registration-based Fees

Fee – Dissertation Defense (one-time)	\$ 350
Fee - Liability Insurance	50
Fee – Library (per term).....	45
Fee - Qualifying Exam.....	484
Fee - Student Activity (per term).....	40
Fee – Technology (per term).....	25

Continuous Enrollment Fees

Fee – Continuous Enrollment	\$ 242
Fee - Doctoral Dissertation Continuation	968

Degree Completion Fees

Fee – Chicago Commencement	\$ 200
Fee – Continuing Education Certificate Processing	25
Fee – Graduation.....	100

Admissions Fees & Deposits

Fee – Application for Admission.....	\$ 50
Deposit (non-refundable) – Certificate program.....	250
Deposit (non-refundable) – M.A. program.....	250
Deposit (non-refundable) – Psy.D. program.....	250

Other Fees

Fee – Add and/or Drop Course (per form).....	\$ 30
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Fee – Late Payment.....	100
Fee – Late Registration	75
Fee – Returned Check.....	50
Fee – Testing Kit.....	75
Fee – Transcript (official)	10
Fee – Transfer Credit Evaluation (for each class to be transferred)	150
Fee – Transfer Credit (1 hr) from Toronto, Montreal.....	40
Fee – Transfer Audit (1 hr) from Toronto, Montreal.....	40

All fees are in U.S. dollars.

Tuition and fees are established by the Board of Trustees and are reviewed annually. Changes in tuition and fees apply to current and new students alike.

M.A. in Counseling Psychology

The Master of Arts in Counseling Psychology program is designed to provide students with a foundation in theories and methods of counseling psychology with hands-on, practical, supervised training in counseling psychology techniques with an emphasis on Adlerian Psychology. This broad-based program usually takes full-time students at least two years to complete. Graduates of the program are prepared for entry-level professional work in a variety of human service agencies and organizations in the public or private sector. This degree program also is designed to provide a foundation for those who plan to pursue the Doctor of Psychology (Psy.D.) degree at the Adler School. This degree program satisfies the academic and pre-degree training and education requirements for the Licensed Clinical Professional Counselor (LCPC) credential in the State of Illinois, and all requirements for the Licensed Professional Counselor (LCP) in the State of Illinois. Applicants should check credentialing requirements in the jurisdiction in which they intend to practice following graduation. Links to state and provincial credentialing boards can be found on the website of the Association of State and Provincial Psychology Boards at <http://www.asppb.org/>

Minimum Admission Requirements

Applicants to this program must have:

- A 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 “C” or better. These courses should include general or introductory psychology and abnormal psychology.

Approved applicants will be invited to a personal interview as the final step in the application process.

Degree Requirements

The following courses are required for this degree.

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 I	2 cr
471 Pre-Practicum Skill Development	2 cr
498 Research Seminar	2 cr
502 MA Practicum Seminar I	1 cr
503 MA Practicum Seminar II	1 cr
504 MA Practicum Seminar III	1 cr
505 Professional Issues & Ethics	3 cr
506 Practicum I	2 cr
507 Practicum II	2 cr
508 Practicum III	2 cr

511 Clinical Assessment & Interviewing	3 cr
512 Appraisal of Individuals	2 cr
515 Life Style Assessment	2 cr
518 Human Growth & Development	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
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
645 Psychopathology: Anxiety Based & Personality Disorders	3 cr
646 Psychopathology: Psychotic & Depressive Disorders	3 cr
— Electives	7 cr
995 M.A. Clinical Qualifying Examination	0 cr

Total Credit Hours – 65 cr

Practicum (M.A.)

An integral part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Clinical training focuses on developing the competencies within each respective Master's Program. Because the focus is on integrating Master's level education at Adler with Master's-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their first practicum.

Students should expect to spend at least two days per week over the course of at least nine months at an approved practicum site and must concurrently enroll in Practicum Seminars throughout their field training. Minimum total clock hours of practica are required, which is further outlined in program descriptions within this catalog.

The Director of Training and Community Service 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 Adler Website (www.adler.edu), for detailed information.

Curriculum Sequence

YEAR ONE

Fall Term

001 Student Orientation	0 cr.
401 Principles of Adlerian Psychology	3 cr.
415 Theories of Personality	2 cr.
439 Introduction to Substance Abuse	2 cr.
505 Professional Issues & Ethics	3 cr.

Credits = 10 cr.

Winter Term

- 471 Pre-Practicum Skill Development 2 cr.
- 498 Research Seminar 2 cr.
- 512 Appraisal of Individuals 2 cr.
- 521 Introduction to Psychotherapy 2 cr

Credits = 8 cr.

Spring Term

- 431 Child Guidance & Parenting 1 cr.
- 511 Clinical Assessment & Interviewing 3 cr.
- 515 Life Style Assessment 2 cr.
- 645 Psychopathology: Anxiety Based Personality Disorders 3 cr.

Credits = 9 cr.

Summer Term

- 411 Psychometric Methods 2 cr.
- 541 Adlerian Approaches to Family Counseling 2 cr.
- 646 Psychopathology: Psychotic & Depressive Disorders 3 cr.
- Electives 2 cr.

Credits = 9 cr.

YEAR TWO

Fall Term

- 502 MA Practicum Seminar I 1 cr.
- 506 M.A. Practicum 2 cr.
- 522 Adlerian Approaches to Psychotherapy 2 cr.
- 535 Psychodynamics of Psychopathology I: Adlerian 3 cr.

Credits = 8 cr.

Winter Term

- 503 MA Practicum Seminar II 1 cr.
- 507 M.A. Practicum 2 cr.
- 432 Child Guidance & Parenting Supervision 0 cr.
- Electives 2 cr

Credits = 7 cr.

Spring Term

- 504 MA Practicum Seminar III 1 cr.
- 508 M.A. Practicum 2 cr.
- 531 Theory & Practice of Group Psychotherapy I 2 cr.
- 642 Social Psychology 2 cr.

Credits = 7 cr.

Summer Term

- 518 Human Growth & Development 2 cr.
- 536 Professional Development: An Experiential Course 2 cr.
- Electives 3 cr.
- 995 M.A. Clinical Qualifying Examination 0 cr

Credits = 7 cr.

Total Credit Hours – 65 cr.

Graduation Requirements

1. Satisfactory completion of 65 credit hours, including all required courses.
2. Satisfactory completion of 600 minimum 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. Successful completion of the M.A. Clinical Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology.

M.A. in Counseling Psychology: Art Therapy

The Master of Arts in Counseling Psychology: Art Therapy program combines the theories and techniques of Individual Psychology with education and clinical training in the field of art therapy. The American Art Therapy Association (AATA) and the State of Illinois approved this program in 1999. The Masters in Art Therapy requires 66 credit hours of courses, which includes 700 hours of clinical practicum under at least partial supervision of a registered art therapist (ATR). Students usually complete this program in two to three years.

The program provides students with the academic and pre-degree clinical experiences required to apply for registration as an art therapist, and also to be licensed (LPC and LCPC) by the State of Illinois. Art therapists work in a wide variety of clinical and educational settings, including hospitals, schools, wellness centers, children's agencies, correctional facilities, and geriatric settings.

Following the degree, most graduates apply to become a Registered Art Therapist (ATR). The ATR requires an additional 1,000 hours of supervised, direct client contact using art therapy beyond those earned during the degree program. A minimum of five hundred (500) hours of this work experience must be supervised by an ATR. Up to five hundred (500) hours may be supervised by another licensed professional.

Graduates of this program also can sit for the Licensed Professional Counselor (LPC) exam. In order to apply to take the Licensed Clinical Professional Counselor (LCPC) exam, graduates of this program must first pass the LPC exam and also do 3,360 hours of **paid**, supervised, direct client contact using counseling/art therapy.

Minimum Admission Requirements

Applicants to this program must have:

- A 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 (12) semester credit hours in psychology with grades of "B" or better. These courses must include general or introductory psychology, abnormal psychology, theories of personality, and developmental psychology..
- Eighteen (18) semester credit hours – or 27 quarter-hour credits – of study in studio art which demonstrates proficiency and disciplined commitment in art-making. Equivalency of non-academic studio art experience or art therapy based coursework may be accepted. It is imperative that the applicant evidence a range of experience using a variety of art materials and processes.

Approved applicants will be invited to a personal interview and will be asked to bring a portfolio of original artwork, demonstrating competence with art materials, as a final step in the application process.

Degree Requirements

The following courses are required for this degree.

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
439 Introduction to Substance Abuse	2 cr
453 Art Therapy with Traumatized & Abused Children	1 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 M.A. Practicum Seminar in Art Therapy I	1 cr
468 M.A. Practicum Seminar in Art Therapy II	1 cr
469 M.A. Practicum Seminar in Art Therapy III	1 cr
470 Practicum in Art Therapy (700 clock hours)	7 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
535 Psychodynamics of Psychopathology I: Adlerian	3 cr
568 Career Counseling	2 cr
995 M.A. Clinical Qualifying Examination	0 cr

Total Credit Hours – 66 credits

Practicum (M.A.)

An integral part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Clinical training focuses on developing the competencies within each respective Master's Program. Because the focus is on integrating Master's level education at Adler with Master's-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their first practicum.

Students should expect to spend at least two days per week over the course of at least nine months at an approved practicum site and must concurrently enroll in Practicum Seminars throughout their field training. Minimum total clock hours of practica are required, which is

further outlined in program descriptions within this catalog.

The Director of Training and Community Service 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 Adler Website (www.adler.edu), for detailed information.

Curriculum Sequence

Thirty-five (35) credits – including 471 and 511 – must be completed before students can begin practicum; students are strongly urged to also complete 411, 471, 512, and 521 before beginning practicum:

YEAR ONE

Fall Term

- 001 Student Orientation 0 cr.
- 347 The Use of Art in Group Counseling 2 cr
- 401 Principles of Adlerian Psychology 3 cr.
- 415 Theories of Personality 2 cr.
- 455 Social & Cultural Approaches to Art Therapy 2 cr
- 461 Art Therapy Studio: Professional Development 2 cr

Credits = 11 cr.

Winter Term

- 411 Psychometric Methods 2 cr.
- 439 Introduction to Substance Abuse 2 cr.
- 457 Historical & Theoretical Perspectives of Art Therapy 2 cr
- 463 Art Therapy & Addictive Disorders 2 cr
- 464 Psychology of Artistic Creativity 2 cr

Credits = 10 cr.

Spring Term

- 453 Art Therapy with Traumatized Abused Children 1 cr
- 456 Child & Adolescent Development & Art Therapy 2 cr
- 458 The Use of Art in Clinical Assessment 2 cr
- 511 Clinical Assessment & Interviewing 3 cr.
- 512 Appraisal of Individuals 2 cr.
- 521 Introduction to Psychotherapy 2 cr

Credits = 12 cr.

Summer Term

- 471 Pre-Practicum Skill Development 2 cr.
- 459 Dreamwork & Expressive Arts Therapies 2 cr
- 505 Professional Issues & Ethics 3 cr.
- 568 Career Counseling 2 cr

Credits = 9 cr.

YEAR TWO

Fall Term

- 431 Child Guidance & Parenting 1 cr.

462 Art Therapy & Psychopathology 2 cr
498 Research Seminar 2 cr.
467 M.A. Practicum Seminar in Art Therapy I 1 cr
470 Practicum in Art Therapy (700 clock hours) 3 cr
535 Psychodynamics of Psychopathology I: Adlerian 3 cr.
Credits = 12 cr.

Winter Term

432 Child Guidance & Parenting Group Supervision 0 cr
468 M.A. Practicum Seminar in Art Therapy II 1 cr
470 Practicum in Art Therapy (continued) 2 cr
515 Life Style Assessment 2 cr.
Credits = 5 cr.

Spring Term

465 The Use of Art in Marriage & Family Counseling 2 cr
469 M.A. Practicum Seminar in Art Therapy III 1 cr
470 Practicum in Art Therapy (continued) 2 cr
Credits = 5 cr.

Summer Term

454 Art Therapy & the Elderly 2 cr
995 M.A. Clinical Qualifying Examination 0 cr
Credits = 2 cr.

Total Credit Hours – 66 cr.

Graduation Requirements

1. Satisfactory completion of 66 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum 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. Successful completion of the M.A. Qualifying Examination.
5. Completion of Application for Graduation and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology: Art Therapy.

Certificate in Art Therapy Counseling

The Certificate in Art Therapy Counseling program combines presentation of the theories and techniques of art therapy with supervised 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 certificate program requires a minimum of 15 months of full-time study, or the equivalent on a part-time basis, from entry to completion. A 700-hour practicum in art therapy under at least partial supervision of a Registered Art Therapist (ATR) is required.

Graduates of this certificate program must complete 2,000 hours of paid, supervised work as an art therapist in order to apply for registration as an art therapist.

Minimum Admission Requirements

Applicants to this program must have:

- A 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.
- Eighteen (18) semester credit hours – or 27 quarter-hour credits – of study in studio art which demonstrates proficiency and disciplined commitment in art-making. Equivalency of non-academic studio art experience or art therapy based coursework may be accepted. It is imperative that the applicant evidence a range of experience using a variety of art materials and processes.

Approved applicants will be invited to a personal interview as the final step in the application process.

Certificate Requirements

The following courses are required for this certificate. In addition, students in this certificate program should consult with the Program Director to develop an individualized course of study.

001 Student Orientation	0 cr
347 The Use of Art in Group Counseling	2 cr
453 Art Therapy with Traumatized & Abused Children	1 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 M.A. Practicum Seminar in Art Therapy I	1 cr
468 M.A. Practicum Seminar in Art Therapy II	1 cr
469 M.A. Practicum Seminar in Art Therapy III	1 cr
470 Practicum in Art Therapy (700 clock hours)	7 cr
— Electives in Art Therapy	2 cr

Total Credit Hours 37 credits

Graduation Requirements

1. Satisfactory completion of 37 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. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation 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 program is designed to provide students with a foundation in the theories and methods of psychology, and education and clinical training in counseling and assessment of 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 students, in consultation with the Director of Training and Community Service, at long-term care facilities, residential retirement settings, private clinics, and the Adler School's Psychological Services Center.

Adler School students in other programs may take gerontology courses to meet elective requirements or for continuing professional education.

Minimum Admission Requirements

Applicants to the M.A. in Gerontological Psychology program must have:

- A 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 "C" or better. These courses should include general or introductory psychology and abnormal psychology.

Approved applicants will be invited to a personal interview as a final step in the application process.

Degree Requirements

The following courses are required for this degree.

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
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
531 Theory & Practice of Group Psychotherapy I	2 cr
551 Introduction to Gerontology & Development in Later Life	3 cr
552 Aging & the Family	3 cr
553 Psychological and Sociocultural Aspects of Aging	3 cr
554 Practicum in Gerontology I	2 cr
555 Practicum in Gerontology II	2 cr
556 Practicum in Gerontology III	2 cr
557 M.A. Practicum Seminar in Gerontological Counseling I	1 cr

558 M.A. Practicum Seminar in Gerontological Counseling II	1 cr
559 M.A. Practicum Seminar in Gerontological Counseling III	1 cr
560 Assessment Methods with Older Adults	3 cr
563 Counseling Techniques with the Elderly	3 cr
564 Health & Challenges in Later Life	3 cr
565 Social Services & Programs for the Elderly	2 cr
566 Loss & Grieving	2 cr
630 Psychophysiology I: Theory	3 cr
635 Introduction to Health Psychology	3 cr
650 Psychopharmacology	2 cr
995 M.A. Clinical Qualifying Examination	0 cr

Total Credit Hours – 66 credits

Practicum (M.A.)

An integral part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Clinical training focuses on developing the competencies within each respective Master's Program. Because the focus is on integrating Master's level education at Adler with Master's-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their first practicum.

Students should expect to spend at least two days per week over the course of at least nine months at an approved practicum site and must concurrently enroll in Practicum Seminars throughout their field training. Minimum total clock hours of practica are required, which is further outlined in program descriptions within this catalog.

The Director of Training and Community Service 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 Adler Website (www.adler.edu), for detailed information.

Curriculum Sequence

YEAR ONE

Fall Term

001 Student Orientation	0 cr.
401 Principles of Adlerian Psychology	3 cr.
415 Theories of Personality	2 cr.
439 Introduction to Substance Abuse	2 cr.
505 Professional Issues & Ethics	3 cr.

Credits = 10 cr

Winter Term

498 Research Seminar	2 cr.
512 Appraisal of Individuals	2 cr.
521 Introduction to Psychotherapy	2 cr.

568 Career Counseling 2 cr.

Credits = 8 cr.

Spring Term

411 Psychometric Methods 2 cr.

471 Pre-Practicum Skill Development 3 cr.

515 Life Style Assessment 2 cr.

630 Psychophysiology I: Theory 3 cr.

Credits = 10

Summer Term

551 Introduction to Gerontology and Development In Later Life 3 cr.

635 Introduction to Health Psychology 3 cr.

650 Psychopharmacology 2 cr.

Credits = 8

YEAR TWO

Fall Term

557 M.A. Practicum Seminar in Gerontological Counseling I 1 cr.

554 Practicum in Gerontology I 2 cr.

553 Psychological and Sociocultural Aspects of Aging 3 cr.

566 Loss & Grieving 2 cr.

Credits = 8 cr.

Winter Term

558 M.A. Practicum Seminar in Gerontological Counseling II 1 cr.

555 Practicum in Gerontology II 2 cr.

560 Assessment Methods with Older Adults 3 cr.

565 Social Services & Programs for the Elderly 2 cr.

Credits = 8 cr.

Spring Term

559 M.A. Practicum Seminar in Gerontological Counseling III 1 cr.

556 Practicum in Gerontology III 2 cr.

564 Health & Challenges in Later Life 3 cr.

642 Social Psychology 2 cr.

Credits = 8 cr.

Summer Term

552 Aging and the Family 3 cr.

563 Counseling Techniques with the Elderly 3 cr.

995 M.A. Clinical Qualifying Examination 0 cr.

Total Credit Hours – 66 credits

Graduation Requirements

1. Satisfactory completion of 66 credit hours, including all required courses.
2. Satisfactory completion of 600 minimum 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. Successful completion of the M.A. Clinical Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Gerontological Psychology.

Certificate in Gerontological Psychology

The Certificate in Gerontological Psychology program provides students with specialized training in working with the older adult client, enhances skills of practicing mental health professionals, or provides a point of entry to 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. The program can be completed on a part-time basis.

Minimum Admission Requirements

Applicants to the certificate program must have:

- A 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.

Approved applicants will be invited to a personal interview as a final step in the application process.

Certificate Requirements

The following courses are required for this certificate. In addition, students in this program should consult with the Program Director to develop an individualized course of study.

001 Student Orientation	0 cr
551 Introduction to Gerontology and Development In Later Life	3 cr
552 Aging & the Family	3 cr
553 Psychological and Sociocultural Aspects of Aging	3 cr
554 Practicum in Gerontology I	2 cr
555 Practicum in Gerontology II	2 cr
557 M.A. Practicum Seminar in Gerontological Counseling I	1 cr
558 M.A. Practicum Seminar in Gerontological Counseling II	1 cr
559 M.A. Practicum Seminar in Gerontological Counseling III	1 cr
560 Assessment Methods with Older Adults	3 cr
563 Counseling Techniques with the Elderly	3 cr

564 Health & Challenges in Later Life	3 cr
566 Loss & Grieving	2 cr

Total Credit Hours – 27 credits

Graduation Requirements

1. Satisfactory completion of 26 credit hours, including all required courses.
2. Satisfactory completion of 400 minimum 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. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation 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 and a Licensed Clinical Professional Counselor (LCPC) in many states, and in qualifying for membership in professional organizations such as the American Association for Marriage and Family Therapy (AAMFT). 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 in this program complete course work and practicum experiences focused on the understanding and integration of individual life style dynamics with couple and family systems. Graduates of the program have a theoretical understanding of individual, couple, and family systems, including developmental issues and major variations; assessment skills in life style and systemic diagnosis; and intervention skills based upon major models of marital and family therapy, with the theory and methods of Individual Psychology as a foundation.

Minimum Admission Requirements

Applicants to this program must have:

- A 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 “C” or better. These courses should include general or introductory psychology and abnormal psychology.

Approved applicants will be invited to a personal interview as the final step in the application process.

Degree Requirements

The following courses are required for this degree.

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 I	2 cr
471 Pre-Practicum Skill Development	2 cr
505 Professional Issues & Ethics	3 cr
511 Clinical Assessment & Interviewing	3 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
543 Counseling Children & Adolescents	2 cr
568 Career Counseling	2 cr
655 Professional Issues & Ethics in Marriage & Family Therapy	1 cr
656 Marriage & Family Systems I	3 cr
657 Marriage & Family Systems II	3 cr
658 Marriage & Family Systems III	3 cr
659 Marriage & Family Research Seminar	2 cr
660 Marriage & Family Therapy I	3 cr
661 Marriage & Family Therapy II	3 cr
662 Marriage & Family Therapy III	3 cr
664 Practicum in Marriage & Family I	2 cr
665 Practicum in Marriage & Family II	2 cr
666 Practicum in Marriage & Family III	2 cr
667 MA Practicum Seminar in Marriage & Family I	1 cr
668 MA Practicum Seminar in Marriage & Family II	1 cr
669 MA Practicum Seminar in Marriage & Family III	1 cr
995 M.A. Clinical Qualifying Examination	0 cr

Total Credit Hours – 65 credits

Practicum (M.A.)

An integral part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Clinical training focuses on developing the competencies within each respective Master's Program. Because the focus is on integrating Master's level education at Adler with Master's-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their first practicum.

Students should expect to spend at least two days per week over the course of at least nine months at an approved practicum site and must concurrently enroll in Practicum Seminars throughout their field training. Minimum total clock hours of practica are required, which is further outlined in program descriptions within this catalog.

The Director of Training and Community Service 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 Adler Website (www.adler.edu), for detailed information.

Curriculum Sequence

YEAR ONE

Fall Term

- 001 Student Orientation 0 cr.
- 401 Principles of Adlerian Psychology 3 cr.
- 415 Theories of Personality 2 cr.

505 Professional Issues & Ethics 3 cr.

Credits = 8 cr.

Winter Term

471 Pre-Practicum Skill Development 2 cr.

521 Introduction to Psychotherapy 2 cr.

535 Psychodynamics of Psychopathology I: Adlerian 3 cr.

656 Marriage & Family Systems I 3 cr.

Credits = 10 cr.

Spring Term

431 Child Guidance & Parenting 1 cr.

511 Clinical Assessment & Interviewing 3 cr.

522 Adlerian Approaches to Psychotherapy 2 cr.

657 Marriage & Family Systems II 3 cr.

Credits = 9 cr.

Summer Term

411 Psychometric Methods 2 cr.

515 Life Style Assessment 2 cr.

541 Adlerian Approaches to Family Counseling 2 cr.

659 Research Seminar 2 cr.

Credits = 8 cr.

YEAR TWO

Fall Term

667 MA Practicum Seminar in Marriage & Family I 1 cr.

664 Practicum in Marriage & Family I 2 cr.

432 Child Guidance & Parenting Supervision 0 cr.

660 Marriage & Family Therapy I 3 cr.

439 Introduction to Substance Abuse 2 cr.

Credits = 8 cr.

Winter Term

668 MA Practicum Seminar in Marriage & Family II 1 cr.

665 Practicum in Marriage & Family I 2 cr.

661 Marriage & Family Therapy II 3 cr.

568 Career Counseling 2 cr.

Credits = 8 cr.

Spring Term

669 MA Practicum Seminar in Marriage & Family III 1 cr.

666 Practicum in Marriage & Family III 2 cr.

543 Counseling Children & Adolescents 2 cr.

658 Marriage & Family Systems III 3 cr.

Credits = 8 cr.

Summer Term

662 Marriage & Family Therapy III 3 cr.

- 655 Professional Issues & Ethics in Marriage & Family Therapy 1 cr.
531 Theory & Practice of Group Psychotherapy I 2 cr.
995 M.A. Clinical Qualifying Examination 0 cr.
Credits = 6 cr.

Total Credit Hours – 65 credits

Graduation Requirements

1. Satisfactory completion of 65 credit hours, including all required courses.
2. Satisfactory completion of 600 minimum 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. Successful completion of the M.A. Clinical Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Marriage & Family Counseling.

Certificate in Marriage & Family Therapy

The 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 couple and family therapy and to help them achieve licensure or other professional recognition. The course work and clinical practica in this certificate program focus on helping the student to understand and integrate individual life style dynamics with couple and family systems.

The program is designed to provide students with opportunities to develop intervention skills through role-playing, co-leading psychoeducational groups, and supervised clinical experience. Graduates of the program will have a theoretical understanding of individual, couple, and family systems, including developmental issues and major variations; assessment skills in life style and systemic diagnosis; and intervention skills based upon major models of marital and family therapy, with the theories and methods of Individual Psychology as a foundation.

Adler School doctoral students may pursue specialized training in Marriage and Family Therapy concurrently with their doctoral work by completing the requirements for the Certificate.

Minimum Admission Requirements

Applicants to this program must have:

- A master’s degree in psychology, social work, or a 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 including the following: a minimum of nine semester

hours in human development, personality theory, human sexuality, psychopathology, or behavioral pathology; three semester hours of professional issues and ethics; and three semester hours of research design, methods, and statistics.

Approved applicants will be invited to a personal interview as a final step in the application process. Graduate-level course work previously completed at another college or university may be recognized for transfer of credit and will be evaluated on an individual basis by the Program Director. The prerequisite courses outlined below can be fulfilled with any of the following Adler School courses or the equivalent courses at another college or university:

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

Certificate Requirements

The following courses are required for this certificate. In addition, students in this program should consult with the Program Director 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	2 cr
665 Practicum in Marriage & Family II	2 cr
667 MA Practicum Seminar in Marriage & Family I	1 cr
668 MA Practicum Seminar in Marriage & Family II	1 cr
669 MA Practicum Seminar in Marriage & Family III	1 cr

Total Credit Hours – 31 credits

Graduation Requirements

1. Satisfactory completion of 31 credit hours, including all required courses.
2. Satisfactory completion of 400 minimum 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. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Marriage & Family Therapy.

M.A. in Counseling & Organizational Psychology

The Master of Arts in Counseling & Organizational Psychology program 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.

The program design and schedule accommodate working professionals with the expectation that students will take two courses each term. Courses are offered at the Adler School campus and are scheduled for weekend hours.

Minimum Admission Requirements

Applicants to this program must have:

- A 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 “C” or better. These courses should include general or introductory psychology and abnormal psychology.

Approved applicants will be invited to a personal interview as a final step in the application process.

Degree Requirements

The following courses are required for this degree. It is mandatory that students take courses following the sequence described below to insure timely progress in meeting program requirements.

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
518 Human Growth & Development	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
571 Foundations in Counseling & Organizational Consulting	3 cr
572 Individual Behavior in Organizations	3 cr
574 Principles of Industrial/Organizational Psychology	3 cr

575 Executive Coaching & Consulting	3 cr
580 Organizational Theory & Change Management	3 cr
584 Organizational Consultation & Group Development	3 cr
585 M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr
586 M.A. Practicum Seminar in Organizational Psychology II: Business	1 cr
587 Organizational Psychology Practicum I: Counseling (minimum 300 clock hours)	3 cr
588 Organizational Psychology Practicum II: Business & Industry (minimum 300 clock hours)	3 cr
592 Leadership Assessment & Development	3 cr
596 Practice Development & Issues	3 cr
642 Social Psychology	2 cr
995 M.A. Clinical Qualifying Examination	0 cr

Total Credit Hours – 66 credits

Practicum (MA)

An integral part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Clinical training focuses on developing the competencies within each respective Master's Program. Because the focus is on integrating Master's level education at Adler with Master's-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their first practicum.

Students should expect to spend at least two days per week over the course of at least nine months at an approved practicum site and must concurrently enroll in Practicum Seminars throughout their field training. Minimum total clock hours of practica are required, which is further outlined in program descriptions within this catalog.

The Director of Training and Community Service 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 Adler Website (www.adler.edu), for detailed information.

Curriculum Sequence

YEAR ONE

Fall Term

- 001 Student Orientation 0 cr.
- 401 Principles of Adlerian Psychology 3 cr.
- 571 Foundations in Counseling & Organizational Consulting 3 cr.

Credits = 6 cr.

Winter Term

- 415 Theories of Personality 2 cr.
- 521 Introduction to Psychotherapy 2 cr
- 572 Individual Behavior in Organizations 3 cr.

Credits = 7 cr.

Spring Term

511 Clinical Assessment & Interviewing 3 cr.

575 Executive Coaching & Consulting 3 cr.

Credits = 6 cr.

Summer Term

411 Psychometric Methods 2 cr.

522 Adlerian Approaches to Psychotherapy 2 cr.

592 Leadership Assessment & Development 3 cr.

Credits = 7 cr.

YEAR TWO

Fall Term

505 Professional Ethics & Issues 3 cr.

584 Organizational Consultation & Group Development 3 cr.

Credits = 6 cr.

Winter Term

439 Introduction to Substance Abuse I 2 cr.

512 Appraisal of Individuals 2 cr.

580 Organizational Theory & Change Management 3 cr.

Credits = 7 cr.

Spring Term

535 Psychodynamics of Psychotherapy: Adlerian 3 cr.

574 Principles of Industrial/Organizational Psychology 3 cr.

Credits = 6 cr.

Summer Term

518 Human Growth & Development 2 cr.

541 Adlerian Approaches to Family Therapy 2 cr.

596 Practice Development & Issues 3 cr.

Credits = 7 cr.

YEAR THREE

Fall Term

585 M.A. Practicum Seminar in Organizational Psychology I: Counseling 1 cr.

587 Organizational Psychology Practicum I: Counseling 3 cr.

Credits = 4 cr.

Winter Term

531 Theory & Practice of Group Psychotherapy I 2 cr.

568 Career Counseling 2 cr.

Credits = 4 cr.

Spring Term

642 Social Psychology 2 cr.
586 M.A. Practicum Seminar in Organizational Psychology II: Business 1 cr
588 Organizational Psychology Practicum II: Business & Industry 3 cr
Credits = 6 cr.

Summer Term

995 M.A. Clinical Qualifying Exam 0 cr.
Credits = 0 cr.

Total Credit Hours – 66 credits

Graduation Requirements

1. Satisfactory completion of 66 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. Successful completion of the M.A. Clinical Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling & Organizational Psychology.

M.A. in Police Psychology

The Master of Arts degree in Police Psychology is designed for individuals currently in the field of law enforcement or thinking of choosing this career path. The Program is designed to provide a theoretical background into psychology while training the student to apply human psychology to operational and administrative needs. Students will learn to apply the basic principles of Adlerian and Cognitive/Behavioral psychology to managerial, field and organizational cultural concerns which arise within the police environment.

This Master of Arts degree is not designed to teach the student to conduct therapy or engage in psychological testing. There are no clinical hours required nor a practicum to complete. This degree does not lead to any type of licensure or certification. Rather, this Program is designed to teach students the practical applications of psychology to the field of law enforcement. Core professors and adjunct faculty all have extensive experience either in clinical psychology and/or law enforcement. A number of courses are team taught, combining experts from both fields of study.

The Program consists of 42 credit hours divided into 13 core courses and a thesis course. All core textbook are provided for each course, and courses are generally taught in the evenings or weekends. Students who choose to take two courses per quarter can complete the degree program in less than two years. Individuals who have successfully completed the ten week School of Police Staff and Command, Northwestern University will be granted 3 credit hours toward this degree by having the requirement of MPP 403 waived.

Minimum Admission Requirements

Applicants to this program must have:

- A 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 “C” or better. These courses should include general or introductory psychology and abnormal psychology.

Approved applicants will be invited to a personal interview as the final step in the application process.

Degree Requirements

The following core and advanced courses are required for this degree. All required courses are three credits.

MPP 642 Social and Community Psychology
MPP 402 The Psychology of Critical Incidents and Trauma
MPP 403 The Psychology of Police Organizations
MPP 404 The Psychology of Effective Leadership
MPP 405 The Psychology of Evil and Criminal Behavior
MPP 406 Psychological Disorders Affecting Law Enforcement Personnel
MPP 407 The Psychology of Terrorism
MPP 408 Tactical and Field Psychology

MPP 401 Principles of Adlerian Psychology
MPP 535 Psychodynamics of Psychopathology – Adlerian
MPP 512 Assessment Issues in Police Psychology I
MPP 513 Assessment Issues in Police Psychology II
MPP 498 Research Methods in Police Psychology
MPP 500 Thesis

Total Credit Hours – 42 credits

Graduation Requirements

1. Satisfactory completion of 42 credit hours, including all required courses.
2. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of “C” or “C+”.
3. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
4. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology.

Certificate in Substance Abuse Counseling

The Certificate in Substance Abuse Counseling program is offered on a part-time basis and is designed to provide education in the theories and techniques of substance abuse counseling and supervised practicum experiences with specialized training for entry-level positions in this developing field. It is accredited as a preparatory alcohol and other drug abuse counselor training program by the Illinois Alcohol and other Drug Abuse Professional Certification Association, INC. (IAODAPCA). The certification process is based on the “Illinois Model For Certification of Alcohol and Other Drug Abuse Counselors”.

This program is either taken on its own for the student wishing to complete an accredited substance abuse counseling training program, or as a part of students’ graduate (either Masters or Doctoral) studies.

Minimum Admission Requirements

Applicants to this program must have:

- A 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 “C” or better. These courses should include general or introductory psychology and abnormal psychology.

Approved applicants will be invited to a personal interview as the final step in the application process.

Certificate Requirements

The following courses are required for this certificate. In addition, 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 M.A. Practicum Seminar in Substance Abuse Counseling I	1 cr
448 M.A. Practicum Seminar in Substance Abuse Counseling II	1 cr
449 M.A. Practicum Seminar in Substance Abuse Counseling III	1 cr

Total Credit Hours – 24 credits

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. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation 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 program was developed to allow qualified professionals an opportunity to obtain specialized knowledge and clinical skills, participate in supervised clinical experiences, and acquire a specialty in Individual Psychology.

Minimum Admission Requirements

Applicants to this program must have:

- A master's or doctoral degree in clinical or counseling psychology, social work, or a related field from an accredited institution.

Approved applicants will be invited to a personal interview as a final step in the application process.

Certificate Requirements

The following courses are required for this certificate. In addition, 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 M.A. Practicum Seminar I	1 cr
503 M.A. Practicum Seminar II	1 cr
504 M.A. Practicum Seminar III	1 cr
506 Practicum I	2 cr
507 Practicum II	2 cr
508 Practicum III	2 cr
622 Advanced Life Style Assessment	3 cr
647 Psychodynamics of Psychopathology II: Adlerian	3 cr

Total Credit Hours – 28 credits

Graduation Requirements

1. Satisfactory completion of 28 credit hours, including all required courses.
2. Satisfactory completion of 600 minimum 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. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation 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. Perhaps the greatest single advancement in the field of hypnosis is the realization that the ability to experience hypnosis resides largely in the person having the experience rather than in the therapist. Modern clinical hypnosis is an interpersonal process in which the therapist and the client work cooperatively to enhance the well being of the client.

The Certificate in Clinical Hypnosis program is designed to provide graduate students in psychology and practicing professionals with an opportunity to obtain structured, sequential, professional education and training in clinical hypnosis. Adler School's certificate program has been approved by the American Society of Clinical Hypnosis (ASCH). Graduates of this program meet or exceed the training requirements for membership in and certain certification requirements of ASCH. Applicants who have completed programs or courses offered or approved by either ASCH or the Society for Clinical & Experimental Hypnosis (SCEH) may be able to waive some of the required courses in this program.

This program presents the theoretical foundations of clinical hypnosis and develops students' skills in the application of hypnosis techniques. In addition to classroom instruction, students receive supervised training during both class exercises and 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:

- A baccalaureate degree or the equivalent earned at an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- Graduate standing in a master's degree or doctorate program in an area of mental health, or licensure as a clinical psychologist, or a related health care license.

Approved applicants will be invited to a personal interview as a final step in the application process.

Certificate Requirements

The following courses are required for this certificate. In addition, 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
506/M.A. or	

611 Psy.D. Practicum*	2 cr
— Electives	3 cr

Total Credit Hours – 19 credits

* M.A. (506) or Psy.D. (611) practicum with a focus on clinical hypnosis.

Graduation Requirements

1. Satisfactory completion of 19 credit hours, including all required courses.
2. Satisfactory completion of 200 minimum clock hours of practicum with a focus on clinical hypnosis.
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, including both a written report and an audio-taped or videotaped copy of the presentation.
5. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Clinical Hypnosis.

Certificate in Clinical Neuropsychology

Program Overview & History

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 clinical 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 Certificate in Clinical Neuropsychology program was developed following the guidelines set forth by Division 40 of the American Psychological Association. The requirements are continually under examination and revisions are expected.

In order to accommodate the needs of working professionals, courses are scheduled throughout the year both as short-term intensives and as weekly sessions.

The certificate program is designed to provide doctoral students and qualified professionals with the opportunity to develop an advanced level of competence in the specialty of clinical neuropsychology. For Adler's doctoral students, completion of the Certificate in Clinical Neuropsychology, in conjunction with the Psy.D. in Clinical Psychology, prepares graduates to begin work as clinical neuropsychologists. A year of post-doctoral internship is required for licensure as a psychologist in most states and provinces. In addition, graduates are expected to continue training on a post-doctoral level and to acquire additional supervised clinical experience to increase both general and subspecialty neuropsychology competencies. National guidelines recommend that students complete a two-year post-doctoral residency in neuropsychology following the completion of this program.

Minimum Admission Requirements

Students currently enrolled in the second or third year of a doctoral program in psychology and graduates of doctoral programs in clinical psychology, school psychology, or related fields are eligible to apply for admission. Ideal applicants should have a strong background in general psychology, including research and assessment; psychophysiology and psychopharmacology; 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.

The following Adler courses or equivalent courses 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
- 612 Practicum II
- 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

Approved applicants will be invited to a personal interview as a final step in the application process.

Certificate Requirements

The following courses are required for the Certificate in Clinical Neuropsychology. In addition, students in this program should consult with the Program Coordinator to develop an individualized course of study. The program may be modified to meet the needs of individuals who already possess a doctorate in psychology depending upon the graduate courses completed and any subsequent post-doctoral training in clinical neuropsychology.

- | | |
|---|------|
| 720 Beginning Neuropsychological Assessment | 2 cr |
| 721 Intermediate Neuropsychological Assessment | 3 cr |
| 723 Advanced Neuropsychological Assessment | 2 cr |
| 724 Practicum Seminar in Neuropsychology I & II
(1 credit hour each) | 2 cr |
| 725 Neuropsychological Intervention Techniques | 2 cr |
| 726 Neuropsychology Practicum: Assessment
(400 clock hours minimum) | 4 cr |

727 Neuropsychology Practicum: Chronic or Acute Rehabilitation Strategies (400 clock hours minimum)	4 cr
728 Pediatric Neuropsychological Assessment	3 cr
731 Neuroanatomy Lab	2 cr
700 Doctoral Internship* (2,000 clock hours)	0 cr

Total Credit Hours – 25 credits

* Doctoral Internship with a focus on neuropsychology.

Students also are required to present a neurological clinical case study for review. Although not required, Adler School doctoral students who are completing this certificate program are encouraged to carry out a dissertation that is primarily neuropsychological in nature.

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 Halstead-Reitan Battery.

Graduation Requirements

1. Satisfactory completion of 25 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 doctoral internship with a focus on neuropsychology.
5. Successful presentation of a clinical neuropsychology case.
6. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Clinical Neuropsychology.

Neuropsychological Assessment Specialty

Doctoral students who want 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	3 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

Total Credit Hours – 13 credits

Certificate in Group Psychotherapy

The innovative Certificate in Group Psychotherapy 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 eventually will 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.

Minimum Admission Requirements

- Graduate standing in a master's or doctoral program in psychology or a related field or licensure as a social worker, psychologist, physician, nurse (RN), or clinical professional counselor.

Approved applicants will be invited to a personal interview as a final step in the application process.

Certificate Requirements

The following courses are required for this certificate. In addition, 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
506/ M.A. or	
611 Psy.D. Practicum*	2 cr

Total Credit Hours –12 credits

* M.A. (506) or Psy.D. (611) practicum with a focus on group psychotherapy.

Graduation Requirements

1. Satisfactory completion of 12 credit hours, including all required courses.
2. Satisfactory completion of 200 minimum clock hours of practicum with a focus on group psychotherapy.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of “C” or “C+”.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Group Psychotherapy.

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

The Doctor of Psychology in Clinical Psychology (Psy.D.) program is designed to prepare students for the general practice of professional clinical psychology. The program follows the practitioner model of training and education developed by the National Council of Schools and Programs of Professional Psychology. This model identifies as objectives the development of knowledge, skills, and values in seven core competency areas: relationship, assessment, intervention, research and evaluation, consultation and education, management and supervision, and individual and cultural diversity. These competencies are based upon a strong education in the foundations, knowledge base, and science of psychology.

An additional competency area that completes the education and training model in the doctoral program is unique to the Adler School. This is focused training in the theories and methods of Alfred Adler's Individual Psychology. This focused training provides students with a strong and thorough grounding in a particular theory and method of psychology that forms of foundation for other theoretical perspectives offered in the doctoral program.

The program is fully accredited by the American Psychological Association and meets the requirements of the National Register of Health Care Providers in Psychology and state licensure guidelines.

Admission Requirements

Applicants to the Psy.D. program must have at least a baccalaureate degree earned from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent academic degree from a foreign college or university. Applicants are typically required to have a grade point average of 3.25 or higher on a 4.0 scale for all undergraduate and graduate course work. The Graduate Record Examination or Miller Analogies Test scores are not required; however, applicants who have taken either of these exams should submit their scores along with other application materials.

Applicants must have the equivalent of at least 18 semester credit hours in psychology with grades of "C" 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.

Approved applicants will be invited to a personal interview as a final step in the application process.

Review of Applications

Applications for admission to the Psy.D. program are accepted throughout the year. The priority application deadline for the Fall Term is February 15th. Successful applicants who submit all required materials by the priority deadline for the Fall Term, and have completed the interview portion of their application, will be notified in writing of acceptance their by April 1st.

Accepted students must notify the Office of Admissions in writing 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 students 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. Priority deadline for the Winter term is November 1st.

Applications that are received after the priority deadline, will be reviewed continuously reviewed on a rolling basis. Notification of admission decisions will be mailed to students within 2 weeks of the final review by the Admissions Committee.

Length of Program

The doctoral program is designed to be completed in four to five years. Full-time students (nine credit hours or more per term) normally should 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 time to completion for full-time and part-time students will vary, all students are required to carry a minimum of five credit hours each term, excluding summer. Many students complete the dissertation before or during the internship year. Some students need additional time following the internship to complete this requirement.

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

Time to Completion

The maximum time to complete all requirements for the Psy.D. degree is 7 years from the date of first registration following admission to the program. Students are expected to complete the program within two years of completing the internship. Failure to do so may result in administrative withdrawal from the program.

Certificate & M.A. Degree Options

Doctoral students may elect to earn a certificate in a specialized area of study or 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 those program sections of this Catalog. Many graduates report that these additional credentials enhanced their value to internship directors and employers. Pursuing an M.A. degree other than the M.A. in Counseling Psychology or pursuing a certificate in addition to the doctorate typically will result in longer completion times for the doctoral degree. Doctoral graduates may continue in certificate programs following graduation.

Interested students should contact the Office of Admissions for further information.

Doctoral Scholars Program

The Doctoral Scholars program presents 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 Dr. Harold Mosak.

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.

Qualifying Examinations

In addition to satisfying course work, practica, and other program requirements, students must also pass two qualifying examinations. The Written Qualifying Examination assesses the students' knowledge in five competency or subcompetency areas: assessment; psychopathology; intervention; Adlerian theory and methods; and foundation areas of research, developmental theories, and comparative theories. Students are expected to register for this requirement upon completion of two years full time matriculation or the completion of 77 credit hours whichever comes first. Information and a current listing of prerequisite courses can be obtained from the Registrar's Office. Although students must complete all prerequisite courses before seeking approval of the Registrar to register for the examination, the examination is not restricted in scope to the material covered in these courses.

The second examination, the Clinical Qualifying Examination, consists of a comprehensive psychological report on an individual case integrating assessment material, social history, diagnosis, treatment plan, a therapy session analysis, a paper integrating research with a pertinent clinical issue, and a discussion of the impact of social issues on a pertinent clinical issue. Students submit the written component of the examination along with an audiotaped/videotaped therapy session. Following faculty review of the submitted materials, students present the case orally to a faculty committee which examines students on relevant issues across all eight competency areas. The prerequisite for the clinical examination is successful completion of the written examination, at least one year of practica, and approval of the Exam Coordinator.

Satisfactory completion of the written and clinical examinations qualifies students to apply for internship provided that other prerequisites have been met. Students may not apply for or accept an internship until these requirements are satisfied.

The School offers noncredit courses to assist students in preparing for each qualifying examination. Students are encouraged to form study groups to prepare for the Written and Clinical Qualifying Examinations. Additionally, students are encouraged to meet with their faculty advisor to discuss current guidelines for each examination and for advisement.

Qualifying Examinations are judged on a pass/no pass basis. Students have two opportunities to complete each requirement satisfactorily. Students who fail to pass on the second attempt are subject to dismissal from the program.

Practicum

An integral part of the doctoral program is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Clinical training focuses first on developing skills and providing experience in psychological assessment and second on developing skills related to

intervention/treatment. Because the focus is on integrating doctoral level education with licensed doctoral-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere or in a previously completed Adler M.A. program. Students must successfully complete course pre-requisites prior to being approved to begin their first practicum.

Second and third year doctoral students should expect to spend at least two days per week over the course of at least nine months at an approved practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum total of 1,200 clock hours of practica is required. Most doctoral students complete more than the minimum number of hours prior to beginning their internship.

The Director of Training and Community Service 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 on the Adler website (www.adler.edu), for 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 month (full-time) or 24 month (half-time) period. The internship is designed to provide intensive advanced clinical training building upon course work, practicum experiences, and clinical supervision. Because the internship is an essential component of the Psy.D. program, it can never be waived. Students who do not successfully complete the internship are subject to dismissal from the School.

Students must successfully complete all doctoral program requirements prior to beginning an internship. Students are required to have their dissertation proposal completed and approved by their committee prior to beginning their internship (this applies to all students beginning the Psy.D. program in Fall 2004 and after).

The Director Training and Community Service works closely with students to assess readiness to apply for, accept, and begin internship, and to identify appropriate internship sites. All students are required to participate in the APPIC Match process for internship placement. Students are encouraged to apply to the school's clinic, Dreikurs Psychological Services Center, which participates in the APPIC Match program.

The Internship Handbook, available on the Adler website (www.adler.edu), provides specific information regarding internship requirements.

Doctoral Dissertation

The Doctoral Dissertation is the culmination of the students' academic experience and clinical training. Students may identify an interest, conduct preliminary work - such as reading - in the area of interest, and consult with faculty regarding a possible topic at any time during the program and are encouraged to do so as early as possible. Course 696 Doctoral Dissertation Preparation Seminar is included in the curriculum to provide assistance to students in understanding the dissertation process and developing a dissertation topic. Students must successfully complete the Written Doctoral Qualifying Examination, coursework on research methodology and statistics, and course 696 before registering for the Dissertation Proposal and formally beginning work on the dissertation. Students may select a dissertation topic of historical, theoretical, clinical, social, or philosophical interest that will make a contribution to the field of clinical psychology.

One of the most important phases in preparation of the dissertation is writing the dissertation proposal. Registration for Course 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 of the proposal. If the proposal is not completed and defended during the term of registration in Course 697, students must register for Course 695 Doctoral Dissertation Proposal—Continued in subsequent term(s) for zero credit hours and pay the required fee. Students have four terms (one year) from initial registration for Course 697 to complete the dissertation proposal. Failure to produce an approved proposal within one year will result in referral to the Student Comprehensive Evaluation Committee.

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.

Dissertation students must meet requirements specified in the edition of the Dissertation Handbook that is current at the time they are registered for Course 697. The School reserves the right to require students to meet any new dissertation requirements when students take longer than two years from the time of registration in Course 697 to complete the dissertation.

Doctoral students must register for two credits of dissertation for four consecutive terms. Doctoral students who have registered for the required eight hours of dissertation credit and completed the internship requirement but have not completed the dissertation must register each term for Course 065, Doctoral Dissertation Continuation (0 credit hours), and pay the required fee to remain in good standing. Failure to complete the dissertation within two years of completing the internship may result in administrative 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. The Adler School does not recognize “Doctoral Candidate” status.

- 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 Dean of Clinical Training.
- Third Year Doctoral Student
 - Completion of a minimum of 90 credit hours.
 - Completion of the Written Qualifying Examination.
 - Completion of at least 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 the final 600 minimum clock hours of practicum.
- Doctoral Intern
 - Completion of at least 1,200 clock hours of practicum.
 - Placement in an approved internship.

Degree Requirements

The following courses are required for this degree. Students should take courses following the curriculum sequences developed for the weekday and weekend doctoral programs in order to satisfy prerequisites for advanced courses, be approved to take the Written Qualifying Examination, and 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
601 Practicum Seminar: The Psychological Report	3 cr
602 Practicum Seminar: Preparation for Professional Practice	3 cr
603 Psy.D. Practicum Seminar I	2 cr
604 Psy.D. Practicum Seminar II	2 cr
605 Psy.D. Practicum Seminar III	2 cr
606 Psy.D. Practicum Seminar IV	2 cr
611 Psy.D. Practicum I	2 cr
612 Psy.D. Practicum II	2 cr
613 Psy.D. Practicum III	2 cr
614 Psy.D. Practicum IV	2 cr
615 Psy.D. Practicum V	2 cr
616 Psy.D. Practicum VI	2 cr
622 Advanced Life Style Assessment	3 cr
625 Life Span I	3 cr
626 Life Span II	3 cr
627 Assessment I: Intelligence Testing	3 cr
628 Assessment II: Personality Inventories	3 cr
629 Assessment III: Projective Testing	3 cr
630 Psychophysiology I: Theory	3 cr
631 Psychophysiology II: Clinical Applications	2 cr
632 Cognitive-Affective Bases of Behavior	3 cr
633 Perception, Motivation, & Learning	2 cr
634 History & Systems	3 cr
635 Introduction to Health Psychology	3 cr
638 Research I: Inferential Statistics & Methodology	3 cr
639 Research II: Multivariate Statistics & Methodology	3 cr

640 Research III: Advanced Psychometrics	2 cr
642 Social Psychology	2 cr
643 Advanced Psychotherapy	3 cr
644 Psychopathology: Child & Adolescent	3 cr
645 Psychopathology: Anxiety Based & Personality Disorders	3 cr
646 Psychopathology: Psychotic & Depressive Disorders	3 cr
647 Psychodynamics of Psychopathology II: Adlerian	3 cr
650 Psychopharmacology	2 cr
653 Rehabilitation Psychology	2 cr
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
696 Doctoral Dissertation Preparation Seminar	0 cr
697 Doctoral Dissertation Proposal	1 cr
699 Doctoral Dissertation	8 cr
700 Doctoral Internship	0 cr
Electives	9 cr

Total Credit Hours – 150 credits

Schedule

Doctoral courses are scheduled each academic year based on two schedules, one weekday and one weekend. The Doctoral Weekend Program is only offered to students who enrolled in the doctoral program Winter 2005 or earlier. Effective Fall 2005, the Doctoral Weekend Program has been discontinued. The course sequence is provided here only for those students enrolled Winter 2005 or earlier. (Note: The first year of the weekend course sequence will not be scheduled for academic year 2005-2006.)

Suggested Course Sequences

Courses are scheduled each term to meet both of the following course sequences. Any changes to these sequences are published in the fall course schedule. Students who follow either the weekday or weekend course sequence will complete the doctoral program in a timely and efficient way. Not following one of these sequences may result in longer time to completion.

Weekday Sequence

YEAR ONE

Fall Term

- 001 Student Orientation 0 cr.
- 505 Professional Issues & Ethics 3 cr.
- 625 Life Span I 3 cr.
- 627 Assessment I: Intelligence Testing 3 cr.
- 644 Psychopathology: Child & Adolescent 3 cr.

Credits = 12 cr.

Winter Term

- 401 Principles of Adlerian Psychology 3 cr.
431 Child Guidance & Parenting 1 cr.
626 Life Span II 3 cr.
628 Assessment II: Personality Inventories 3 cr.
521 Introduction to Psychotherapy 2 cr.

Credits = 12 cr.

Spring Term

- 471 Pre-Practicum Skill Development 2 cr.
511 Clinical Assessment & Interviewing 3 cr.
675 Gender Issues in Psychotherapy 2 cr.
629 Assessment III: Projective Testing 3 cr.
645 Psychopathology: Anxiety Based Personality Disorders 3 cr.

Credits = 13 cr.

Summer Term

- 512 Appraisal of Individuals 2 cr.
541 Adlerian Approaches to Family Counseling 2 cr.
646 Psychopathology: Psychotic & Depressive Disorders 3 cr.
670 Social & Cultural Differences in Psychotherapy 2 cr.
515 Life Style Assessment 2 cr.

Credits = 11 cr.

YEAR TWO

Fall Term

- 498 Research Seminar 2 cr.
535 Psychodynamics of Psychopathology I: Adlerian 3 cr.
601 Practicum Seminar: The Psychological Report 3 cr.
611 Psy.D. Practicum I 2 cr.
638 Research I: Inferential Statistics & Methodology 3 cr.
432 Child Guidance & Parenting Supervision 0 cr.

Credits = 13 cr.

Winter Term

- 050 Preparatory Course for Doctoral Written Qualifying Examination 0 cr.
602 Practicum Seminar: Preparation for Professional Practice 3 cr.
612 PsyD Practicum II 2 cr.
630 Psychophysiology I: Theory 3 cr.
633 Perception, Motivation, & Learning 2 cr.
639 Research II: Multivariate Statistics & Methodology 3 cr.
696 Doctoral Dissertation Preparation Seminar 0 cr.

Credits = 13 cr.

Spring Term

- 522 Adlerian Approaches to Psychotherapy 2 cr.
603 Psy.D. Practicum Seminar III 2 cr.
613 Psy.D. Practicum III 2 cr.
631 Psychophysiology II: Clinical Applications 2 cr.
640 Research III: Advanced Psychometrics 2 cr.

996 Doctoral Written Qualifying Examination 0 cr.
Electives 2 cr.
Credits = 12 cr.

Summer Term

051 Preparatory Course for Doctoral Clinical Qualifying Examination 0 cr.
632 Cognitive-Affective Bases of Behavior 3 cr
634 History & Systems 3 cr.
643 Advanced Psychotherapy 3 cr.
650 Psychopharmacology 2 cr.
Electives 2 cr.
Credits = 13 cr.

YEAR THREE

Fall Term

604 PsyD Practicum Seminar IV 2 cr.
614 PsyD Practicum IV 2 cr.
439 Introduction to Substance Abuse 2 cr.
647 Psychodynamics of Psychopathology II: Adlerian 3 cr.
660 Marriage & Family Therapy I 3 cr.
997 Doctoral Clinical Qualifying Examination 0 cr.
Credits = 12 cr.

Winter Term

605 PsyD Practicum Seminar V 2 cr.
615 PsyD Practicum V 2 cr.
568 Career Counseling 2 cr.
653 Rehabilitation Psychology 2 cr.
661 Marriage & Family Therapy II 3 cr.
697 Doctoral Dissertation Proposal 1 cr.
Credits = 12 cr.

Spring Term

606 PsyD Practicum Seminar VI 2 cr.
616 PsyD Practicum VI 2 cr.
531 Theory & Practice of Group Psychotherapy I 2 cr.
622 Advanced Life Style Assessment 3 cr.
642 Social Psychology 2 cr.
Credits = 11 cr.

Summer Term

635 Introduction to Health Psychology 3 cr.
699 Doctoral Dissertation 2 cr.
Credits = 10 cr.

YEAR FOUR

Fall Term

699 Doctoral Dissertation 3 cr.

700 Doctoral Internship 0 cr.

Credits = 3 cr.

Winter Term

699 Doctoral Dissertation 3 cr.

700 Doctoral Internship 0 cr.

Credits = 3 cr.

Spring Term

998 Doctoral Oral Defense 0 cr.

700 Doctoral Internship 0 cr.

Credits = 0 cr.

Summer Term

700 Doctoral Internship 0 cr.

Credits = 0 cr.

Total Credit Hours = 150 cr.

Weekend Sequence

YEAR ONE

Fall Term

001 Student Orientation 0 cr.

401 Principles of Adlerian Psychology 3 cr.

471 Pre-Practicum Skill Development 2 cr.

521 Introduction to Psychotherapy 2 cr.

627 Assessment I: Intelligence Testing 3 cr.

Credits = 10 cr.

Winter Term

511 Clinical Assessment & Interviewing 3 cr.

628 Assessment II: Personality Inventories 3 cr.

645 Psychopathology: Anxiety Based & Personality Disorders 3 cr.

Credits = 9 cr.

Spring Term

512 Appraisal of Individuals 2 cr.

515 Life Style Assessment 2 cr.

629 Assessment III: Projective Testing 3 cr.

646 Psychopathology: Psychotic & Depressive Disorder 3 cr.

Credits = 10 cr.

Summer Term

498 Research Seminar 2 cr.

505 Professional Issues & Ethics 2 cr.

522 Adlerian Approaches to Psychotherapy 2 cr.

625 Life Span I3 cr.

Credits = 9 cr.

YEAR TWO

Fall Term

601 Practicum Seminar: The Psychological Report 3 cr.

611 Psy.D. Practicum I 2 cr.

626 Life Span II 3 cr.

644 Psychopathology: Child & Adolescent 3 cr.

Credits = 11 cr.

Winter Term

602 Practicum Seminar: Preparation for Professional Practice 3 cr.

612 Psy.D. Practicum II 2 cr.

439 Introduction to Substance Abuse I 2 cr.

642 Social Psychology 2 cr.

670 Social & Cultural Differences in Psychotherapy 2 cr.

Credits = 11 cr.

Spring Term

603 Psy.D. Practicum Seminar III 2 cr.

613 Psy.D. Practicum III 2 cr.

431 Child Guidance & Parenting 1 cr.

660 Marriage & Family Therapy I 3 cr.

675 Gender Issues in Psychotherapy 2 cr.

Credits = 10 cr.

Summer Term

050 Preparatory Course for Written Qualifying Exam 0 cr.

535 Psychodynamics of Psychopathology I: Adlerian 3 cr.

622 Advanced Life Style Assessment 3 cr.

661 Marriage & Family Therapy II 3 cr.

Credits = 9 cr.

YEAR THREE

Fall Term

604 Psy.D. Practicum Seminar IV 2 cr.

614 Psy.D. Practicum IV 2 cr.

541 Adlerian Approaches to Family Counseling 2 cr.

634 History & Systems 3 cr.

Credits = 9 cr.

Winter Term

605 Psy.D. Practicum Seminar V 2 cr.

615 Psy.D. Practicum V 2 cr.

638 Research I: Inferential Statistics & Methodology 3 cr.

996 Doctoral Written Qualifying Examination 0 cr.

996 Doctoral Written Qualifying Examination 0 cr.

Credits = 7 cr.

Spring Term

- 606 Psy.D. Practicum Seminar VI 2 cr.
- 616 Psy.D. Practicum VI 2 cr.
- 568 Career Counseling 2 cr.
- 639 Research II: Multivariate Statistics & Methodology 3 cr.
- 696 Doctoral Dissertation Preparation Seminar 0 cr.

Credits = 9 cr.

Summer Term

- 051 Preparatory Course for Clinical Qualifying Examination 0 cr.
- 635 Introduction to Health Psychology 3 cr.
- 640 Research III: Advanced Psychometrics 2 cr.
- 647 Psychodynamics of Psychopathology II: Adlerian 3 cr.

Credits = 8 cr.

YEAR FOUR

Fall Term

- 531 Theory & Practice of Group Psychotherapy I 2 cr.
- 630 Psychophysiology I: Theory 3 cr.
- 633 Perception, Motivation, & Learning 2 cr.
- 997 Doctoral Clinical Qualifying Examination 0 cr.
- Electives 3 cr.

Credits = 10 cr.

Winter Term

- 631 Psychophysiology II: Clinical Applications 2 cr.
- 653 Rehabilitation Psychology 2 cr.
- Electives 3 cr.

Credits = 7 cr.

Spring Term

- 632 Cognitive-Affective Bases of Behavior 3 cr.
- 643 Advanced Psychotherapy 3 cr.
- 650 Psychopharmacology 2 cr.
- 697 Doctoral Dissertation Proposal 1 cr.

Credits = 9 cr.

Summer Term

- 699 Doctoral Dissertation 3 cr.
- Electives 3 cr.

Credits = 6 cr.

YEAR FIVE

Fall Term

- 699 Doctoral Dissertation 3 cr.
- 700 Doctoral Internship 0 cr.

Credits = 3 cr.

Winter Term

699 Doctoral Dissertation 3 cr.

700 Doctoral Internship 0 cr.

Credits = 3 cr.

Spring Term

700 Doctoral Internship 0 cr.

998 Doctoral Oral Defense 0 cr.

Credits = 0 cr.

Summer Term

700 Doctoral Internship 0 cr.

Credits = 0 cr.

Total Credit Hours – 150 credits

Graduation Requirements

1. Satisfactory completion of 150 credit hours, including all required courses.
2. Satisfactory completion of 1,200 minimum 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. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
9. Recommendation by the Faculty to the Board of Trustees for the conferral of the Doctor of Psychology in Clinical Psychology.

Course Descriptions

Overview

A description of regularly offered courses 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 training model and core competency areas of degree programs are explained. Newly admitted students are expected to attend this orientation prior to enrollment. M.A. students who go on to the doctorate must participate in the orientation. (0 credit hours)

020 Basic Professional Writing

This course is designed to evaluate students' baseline writing skills and organizational ability, to support and develop writing strengths, and to provide the student with tools to increase the clarity and professionalism of his or her writing. (0 credit hours)

021 Intermediate Professional Writing

This intermediate level course goes beyond basic skills in assessing students' writing abilities, and helps students develop better understanding of and greater facility with the use of conceptual elements and structures that comprise effective writing in a variety of professional applications. (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. Students may use this course to fulfill the undergraduate requirement. (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. Students may use this course to fulfill the undergraduate requirement. (0 credit hours)

050 Preparation for the Doctoral Written Qualifying Examination

This study course is provided to assist doctoral students in preparing for the Written Qualifying Examination. Students should take this course at least two terms before they plan to take the examination. (0 credit hours)

051 Preparation for the Doctoral Clinical Qualifying Examination

This course is provided to assist doctoral students in preparing their submission of the materials required for the Clinical Qualifying Examination, and in preparing for the oral examination

process. Students should take this course at least two terms before they plan to take the examination. (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 enroll for coursework or for continuous enrollment may result in administrative withdrawal. Students must notify their academic advisor and the Registrar when they plan to register for continuous enrollment. (0 credit hours)

065 Doctoral Dissertation Continuation

Doctoral students who are working on the dissertation following completion of the internship, and who have registered for the required eight hours of dissertation credit must register each term for this course and pay the required fee to remain in good standing. Failure to enroll in courses or degree candidate continuation may result in dismissal from the Psy.D. program. (0 credit hours)

335 Psychodrama

This course provides 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 an Adlerian approach to group art therapy. Students are involved in experiences in art making 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 purposive nature of behavior; creativity, self-determination, and the indivisibility of the person (holism). (3 credit hours)

411 Psychometric Methods

This course provides 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 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. This requirement must be completed within one year of taking this course. (1 credit hour)

432 Child Guidance & Parenting Group Supervision

Prerequisites: 431; must be engaged in parenting group leadership. Students engaged in leading parenting groups are required to register for supervision. (0 credit hours)

439 & 440 Introduction to Substance Abuse I & II

These introductory courses 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 of how these aspects apply to special populations, such as minorities, adolescents, women, and HIV-positive clients, is discussed. (2 credit hours each)

442 Social & Clinical Aspects of Substance Abuse

Prerequisite: 439. 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 develops counseling skills concurrently with practicum field experiences. Emphasis is on written and oral case presentations in the areas of counseling skills, intake assessment, treatment planning, and case management. (2 credit hours)

445, 446, 450 Practicum in Substance Abuse Counseling I-III

Prerequisites: Completion of 30 credit hours including 441, 442, 471, 505, 511, 512, 521, 645, & 646; permission of the Director of Clinical Training; & concurrent with Small Group Supervision (447-449). Students are 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 Practicum Seminar in Substance Abuse Counseling

Prerequisite: Concurrent with Practica (445, 446, & 450). Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling. (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

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

Prerequisites: 347 & 401. This course introduces 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 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 the 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 codependence 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 M.A. Practicum Seminar in Art Therapy I-III

Prerequisite: *Concurrent with Practicum (470)*. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling. (1 credit hour each)

470 Practicum in Art Therapy

Prerequisites: *Concurrent with M.A. Practicum Seminar (467-469); permission of Program Director; permission of the Director of Clinical Training; & at least 35 credit hours in Art Therapy including 471 & 511*. This practicum requires 700 clock hours of clinical art therapy under at least partial supervision of a registered art therapist. (7 credit hours)

471 Pre-Practicum Skill Development

This course is designed to introduce students to basic skills required in practicum. Topics covered include the therapy relationship; basic psychotherapy skills and techniques; the change process; and assessment and outcome issues related to psychotherapy. Multicultural psychotherapy competencies are also emphasized. (2 credit hours)

498 Research Seminar

This course integrates the students' 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 Program Director of the M.A. program.* (2 credit hours)

499 Independent Study

Prerequisite: Permission of the Vice President of Academic Affairs. Students in degree programs are provided 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 Program Director of the M.A. program. 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. A thesis may be required for credentialing in some jurisdictions. Students should check credentialing requirements where they intend to practice to determine whether they need this course. (2 credit hours)

502-504 M.A. Practicum Seminar I-III

Prerequisite: Concurrent with Practica (506-508). Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling. (1 credit hour each)

505 Professional Issues & Ethics

Legal, ethical, and professional issues in the delivery of mental health services are examined. Topics include the American Psychological Association and other ethical standards, privacy, confidentiality, credentialing, mental health codes and legislation, certification and licensure, professional organizations, insurance and other federal and state laws governing mental health practice. (3 credit hours)

506-508 M.A. Practicum I-III

Prerequisites: Concurrent with M.A. Practicum Seminar (502-504); completion of a minimum of 30 credit hours of course work, including 471, 505, 511, 521, 522, 645 & 646; & permission of the Director of Clinical Training. (2 credit hours each)

511 Clinical Assessment & Interviewing

Prerequisite: 471. Techniques for understanding nonverbal behavior, speech and language, and interpersonal transactions are presented. Students are introduced to assessment through interviews, psychological inference, and report writing. Different interview strategies are discussed with an emphasis on the mental status examination. The application of interviewing skills to individually and culturally diverse groups is also reviewed. (3 credit hours)

512 Appraisal of Individuals

This course provides students with a broad knowledge of psychological assessment and its relationship to treatment planning and outcome. The course reviews a range of inventories and psychological instruments and reading and interpreting psychological tests and reports. Refinement of interviewing skills is emphasized. Factors related to individual and cultural diversity that can affect test performance are described. (2 credit hours)

515 Life Style Assessment

Prerequisites: 401 & 511. This course introduces the family constellation and 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 and clinical techniques, such as Freudian, Jungian, and Gestalt, are presented. (2 credit hours)

518 Human Growth & Development

This M.A. level 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-behavioral therapies. The influence of sociocultural and historical factors on the development of theories is examined. (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 experiences 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 examines issues which surface once students have a working knowledge of group psychotherapy theory and emphasizes current clinical work and involves participation in role playing situations. Students become sensitized to the evolving nature of group psychotherapy theories and the changing professional models that are used in the field. At the beginning and end of the course, students conduct a therapy intervention either in a simulated role playing situation or through video or audio tapes. (2 credit hours)

534 Advanced Seminar in Group Process: Problem Solving in Group Psychotherapy

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

535 Psychodynamics of Psychopathology I: Adlerian

Prerequisites: 400 or the equivalent & 401. This course introduces the psychodynamics of psychopathology from an Adlerian perspective. (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, and small group communication and professional development in a setting where constructive feedback may be obtained from others. The course focuses 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 from an Adlerian perspective. 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. 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 & Development in Later Life

This course introduces the impact of biological, psychological, and socio-cultural 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 Psychological & Sociocultural Aspects 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

Prerequisites: Concurrent with M.A. Practicum Seminar (557-559), completion of a minimum of 30 credit hours of course work, including 471, 505, 511, 521, 522, 645 & 646, & permission of the Director of Clinical Training. (2 credit hours each)

557-559 M.A. Practicum Seminar in Gerontology I-III

Prerequisite: Concurrent with Practica (554-556). Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling. (1 credit hour each)

560 Assessment Methods with Older Adults

Prerequisite: 553. This course provides the 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)

563 Counseling Techniques with the Elderly

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

564 Health & Challenges of Later Life

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

This course introduces students to basic counseling skills for career planning, exploration, and decision-making. Theories of career choice and methods and instruments used in assisting clients in career development are examined. Students are introduced to employee assistance programs and human resource management. (2 credit hours)

571 Foundations in Counseling and Organizational Consulting Psychology

This course presents an overview of Counseling and Organizational Consulting Psychology by addressing the essentials of counseling and the foundations of organizational psychology using three different levels of analysis: the individual, the group, and the organization. This is an invitation into the practical and conceptual issues in the field, to help students begin to understand the field, examine their options, and learn to network with others. (3 credit hours)

572 Individual Behavior in Organizations

This course will examine the behavior of individuals in corporate and business situations. Topics include personality, motivation, leadership, work dysfunctions, and the individual problems that counselors, consultants, and psychologists must identify and solve. The focus is on creating effectiveness, productivity, and mental health in organizations. (3 credit hours)

574 Principles of Industrial / Organizational Psychology

This course will examine the foundations of applied psychology in work organizations. The course will focus on analyzing relevant information concerning effectiveness on the job. Relevant topics will include selection, criterion management, predictors, training, and performance appraisal. Behavioral concepts that will be examined are motivation, leadership, group dynamics, and attitudes. (3 credit hours)

575 Executive Coaching and Consulting

This course will examine the practices of executive coaching and consultation. The different types of coaching relationships and interventions will be discussed. The types of relationships that will be explored include under-performing managers, talent development, leadership process consulting, and executive strategic consultation. The course will have an experiential focus to examine the coaching process and stages as well as its differences and similarities with counseling.

580 Organizational Theory and Change Management

This course will examine the strategic alignment and design of the firm as well as managing the change process. Students will learn to understand organizational fit with the environment, and learn how to improve the fit and effectiveness of the organization, and managing change to the system. Topics will include strategy, technology, structure, culture, leadership, organizational life cycle, conflict, and resistance. (3 credit hours)

584 Organizational Consultation and Group Development

This course will present the practice of organizational therapy. The course will address understanding and managing the consultation process as well as facilitating O.D. interventions. The diagnosis and assessment of organizations will be presented to define and explain the major practices of O.D., e.g., team building, conflict management, performance management, survey feedback, work design, quality of work life, and organizational transformation. (3 credit hours)

585 M.A. Practicum Seminar in Organizational Psychology I: Counseling

Prerequisite: Concurrent with 587. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling. (1 credit)

586 M.A. Practicum Seminar in Organizational Psychology II: Business

Prerequisite: Concurrent with 588. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling. (1 credit)

587 Organizational Psychology Practicum I: Counseling

Prerequisites: Completion of a minimum of 30 credit hours of coursework including 505, 511, 512, 521; permission of the Director of Clinical Training; & concurrent with 585. 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 coursework including 505, 511, 512, 521; permission of the Director of Clinical Training; & concurrent with 586. Students must complete a minimum of 300 clock hours of experience in an approved work setting. (3 credit hours)

592 Leadership Assessment and Development

Prerequisites: 560 & 572. This course will explore the principles and techniques of selecting and developing leadership talent. Students will study the individual assessment process and learn a consulting-based interviewing methodology. They will also be exposed to different assessment devices, including MBTI, DISC, Watson-Glaser, MSCEIT, Study of Values, LSC, CPI, 16 PF, and the NEO-PR. The issues of competency modeling and succession planning will provide the centering points for the personality inventories and assessment process. (3 credit hours)

596 Practice Development and Issues

Prerequisites: 571, 584, & 592. This course will address the strategic, tactical, and practical matters of beginning to practice. Students will understand the marketing issues and techniques necessary to build a career as a counselor/psychologist. Whether in private or group practice, or in a corporate position, these skills will help a professional deal with the developmental issues of career challenges and change. (3 credit hours)

601 Practicum Seminar: The Psychological Report

Prerequisites: Concurrent with Practicum (611). 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: 601, 611, concurrent with Practicum (612). Topics covered in this course include networking, professional associations, professional relationships, consultation, teaching, private practice, and supervision. Additional functions and responsibilities performed by psychologists are introduced. (3 credit hours)

603-606 Psy.D. Practicum Seminars

Prerequisite: 60, 612, Concurrent with Psy.D. Practica (613-616). An essential aspect of the doctoral program is faculty mentoring in the development of skills, techniques, attitudes, and values expected of the professional psychologist. Concurrent with 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. May not be transferred or waived. (2 credit hours each)

607-609 Advanced Practicum Seminar

Prerequisites: 611-616, Concurrent with Advanced Practicum (619-621). This seminar is structured as an opportunity to work one-on-one with a faculty member (assigned after a student registers for this course) on advanced clinical skills and professional development. Student meets three times per term with a faculty member. May not be transferred or waived. (1 credit each; three credits required).

611-616 Psy.D. Practica I-VI

Prerequisites: Concurrent with Practicum Seminars (601-606); completion of a minimum of 30 credit hours, including 471, 505, 511, 512, 521, 645, 646, & either 625 or 626; & permission of Director of Clinical Training. During the second and third years of the doctoral program, students are involved in supervised practica experiences and are expected to spend at least one to two days per week in a practicum placement. The Office of Clinical Training assists students 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. May not be transferred or waived. (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)

619-621 Advanced Practicum I-III

Prerequisites: 611-616, Concurrent with Advanced Practicum Seminar (607-609). Students are required to complete a minimum of 600 practicum hours in order to receive credit for this training experience. May not be transferred or waived. (1 credit each; 3 credits required)

622 Advanced Life Style Assessment

Prerequisite: 515. This 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 and 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. The impact of social and cultural factors on the development of diverse groups is described. (3 credit hours)

627 Assessment I: Intelligence Testing

Prerequisite: Admission to the Psy.D. program. This course introduces the 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. Diversity issues in assessment and various ethical guidelines for users of psychological tests are also discussed. (3 credit hours)

628 Assessment II: Personality Inventories

Prerequisite: 627. This 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. Issues of individual and cultural diversity in the use and interpretation of various instruments are addressed. (3 credit hours)

629 Assessment III: Projective Testing

Prerequisite: 628. Personality assessment using the Rorschach, Thematic Apperception Test, CAT, and other projective instruments is presented. Students are required to administer, score, and interpret the various projective tests presented and prepare psychological reports from that data. Issues of individual and cultural diversity in the use and interpretation of various instruments are addressed. (3 credit hours)

630 Psychophysiology I: Theory

Prerequisite: Admission to the Psy.D. program or approval from the 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)

631 Psychophysiology II: Clinical Applications

Prerequisite: 630. The clinical application of neuropsychology, including degenerative diseases, neurolinguistic disorders, memory impairments, neuropsychology of alcohol and drug abuse, epilepsy, trauma, cerebrovascular disorders, and mental illness, is the emphasis of this course. Students gain 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 are examined. In addition, the course is structured around a number of major philosophical issues and how major theories of psychology have understood and addressed these issues. The influence of sociocultural and historical factors on the development of theories is also examined. (3 credit hours)

635 Introduction to Health Psychology

This course introduces 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. This course introduces concepts and applications of descriptive and inferential statistics and focuses 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, 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 (611-616). 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. The relevance of individual and cultural differences to treatment planning and interventions is reviewed. 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. This course deals with personality disorders and anxiety based disorders in adults within a biopsychosocial perspective. Approaches to diagnostic understanding and treatment are studied. There is a strong emphasis on issues of diversity and individual differences as well. (3 credit hours)

646 Psychopathology: Psychotic & Depressive Disorders

Prerequisite: 040 or equivalent. This course deals with depressive and psychotic disorders (schizophrenia in particular), from a biopsychosocial perspective. Emphasis is placed on conceptualization, diagnosis and treatment of these disorders as well as their relationship to other issues and disorders. Gender and cultural differences in relation to depression are also addressed. (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, and 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 their side effects in the management and treatment of psychological and behavioral disorders. (2 credit hours)

652 Supervision & Consultation

Prerequisites: Admission to the Psy.D. program & permission of the instructor. A review of the literature on supervision and consultation is presented. Students are provided an opportunity to develop supervision skills and examine supervisory styles and methods. The course includes actual or role-play experience in supervising other students engaged in clinical activities. (3 credit hours)

653 Rehabilitation Psychology

Prerequisites: 630, 631. 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, sexual dysfunction and 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 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. Interventions with systems from a therapeutic and consultation model will be discussed. 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. The family life cycle model is utilized as a developmental framework for assessment and treatment. Similarities and differences between the stereotypical American middle class family and the ethnic family, low-income family, single parent family, and step family are presented. (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 Director. 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. New developments in family therapy and guidelines for integration are also included. (3 credit hours)

661 Marriage & Family Therapy II

Prerequisite: 660 or 656. This is an advanced course on the theory and application of intervention techniques to family and couple systems. In-depth study of major models of marital and couples therapy are presented with an emphasis on practical application. (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 playing are utilized, and participants are expected to draw upon their own clinical experience. (3 credit hours)

664-666 Practicum in Marriage & Family I-III

Prerequisites: 471, 505, 511, 521, 541, 656, 657, permission of the Program Director, & concurrent with M.A. Practicum Seminar in Marriage & Family (667-669). Students are expected to complete a practicum in an approved practicum placement with an emphasis on marriage and couples therapy. Students are required to obtain at least 600 clock hours of supervised clinical experience with individuals, couples and families. (2 credit hours each)

667-669 M.A. Practicum Seminar in Marriage & Family I-III

Prerequisite: Concurrent with Marriage & Family Practica (664-666). In order to register, students are required to be actively counseling couples and families. Students must either present audio or video tapes or simulate actual sessions for supervision. Rotating case presentations allow focus on intervention skills and theoretical analysis, as well as experiencing the role of case consultant. (1 credit hour each)

670 Social & Cultural Differences in Psychotherapy

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/Latino, African-American, Asian, and American Indian. (2 credit hours)

675 Gender Issues in Psychotherapy

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)

682 Advanced Seminar in Group Psychotherapy

This course includes an intensive experience in co-leading a small group each week with a senior faculty member 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 the Wechsler scales, Stanford-Binet, WJ-R, Wide Range instruments, and tools for assessing specific academic skills. (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 treating depression in children and adolescents. (2 credit hours)

687-689 Seminar in Clinical Supervision

Prerequisites: Advanced standing in the doctoral program, permission of the instructor. The course meets over three successive terms. Theories and models of clinical supervision are reviewed and applied to a range of clinical situations. Students are required to bring in clinical material for review and application of supervision methods learned in the class. Ethical and professional issues involving clinical supervision are discussed. (1 credit over three terms, 3 credits total)

695 Doctoral Dissertation Proposal—Continued

Students who do not complete their dissertation proposal in the first term for which they have registered must continue to register for 695 and pay the necessary fee until their proposal has been approved by their committee members. Failure to complete dissertation proposal within four consecutive terms may result in referral to the Student Comprehensive Evaluation Committee. (0 credits)

696 Doctoral Dissertation Preparation Seminar

Prerequisites: 498, 638

The non-credit course is designed to assist students in the early stages of developing a dissertation topic. The focus is on selection and development of a topic, selection of a committee and different stages of the dissertation process.

697 Doctoral Dissertation Proposal

Prerequisites: 498, 638, 639, 640, 696. 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 successfully complete and orally defend a proposal to the satisfaction of their dissertation committee. Students who do not complete this requirement during the first 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

Special courses are offered on a variety of psychological topics, both theoretical and applied, not scheduled on a regular basis. Credit earned may be counted toward fulfillment of elective credit. (1-3 credit hours)

699 Doctoral Dissertation

Prerequisites: 697, successful completion of the Doctoral Clinical Qualifying Examination. The Doctoral Dissertation is the final product of the students' academic experience and clinical training in the doctoral program. The dissertation can be about any significant issue or problem that is psychological in content and 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 (996 &

997) & permission of the Director 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 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 internships. (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 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. This course provides introductory experiences in hypnotic induction and treatment methods. Students begin learning and practicing the methods of clinical hypnosis application. This experiential course utilizes 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 nonfaculty) and leads students to produce a major paper on the subject. (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

Prerequisite: 720. This course covers the background and theory of language/aphasia, perception/agnosia, movement/apraxia, memory, and executive function. 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. Students also develop a 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. (3 credit hours)

723 Advanced Neuropsychological Assessment

Prerequisite: 721. This course provides 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 with a focus 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 students neuropsychological intervention strategies 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, concurrent with 724, & 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. Students learn 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, & concurrent with Practicum Seminar (724). This 400 clock hour practicum focuses on a supervised clinical experience in intervention techniques for neurologically impaired patients with either chronic or acute disorders and 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 with a focus on the assessment of trauma in the developing brain. A variety of neuropsychological instruments is used. Students learn the interpretation of neuropsychological test results of children and are required to write assessment reports incorporating history, behavior, and test results. (3 credit hours)

731 Neuroanatomy Lab

Prerequisite: 630. This ongoing course consists of both lecture and continuing neuropathology brain slicing labs. 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. Clinical Qualifying Examination

Prerequisite: Completion or near completion of all M.A. requirements & permission of the Registrar. The Qualifying Examination consists of the presentation of a clinical case including an audiotape, an analysis of key interchanges within the session presented, a written case conceptualization and treatment plan, a paper integrating research with the clinical case, and a paper examining social issues pertinent to the clinical case. Students will meet with two faculty examiners to review the material pertinent to the case. The oral presentation will take between one to one-and-a-half hours. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students who fail to pass on the second attempt are 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. Students who fail to pass on the second attempt are subject to dismissal from the School. (0 credit hours)

997 Doctoral Clinical Qualifying Examination

Prerequisite: Successful completion of the Doctoral Written Qualifying Exam (996). Prior to beginning internship, students are required to pass the Clinical Qualifying Examination. The Qualifying Examination consists of the presentation of a testing case including test protocols and a comprehensive psychological report; the presentation of a clinical case including an audiotape, an analysis of key interchanges within the session presented, a written case conceptualization and treatment plan, a paper integrating research with the clinical case, and a paper examining social issues pertinent to the clinical case. Students will meet with two faculty examiners to review the material pertinent to the case. The oral presentation will take between one to one-and-a-half hours. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students who fail to pass on the second attempt are subject to dismissal from the School. (0 credit hours)

998 Doctoral Oral Defense

Prerequisite: Permission of the Doctoral Dissertation Committee. Students are required to defend their Doctoral Dissertation during the Doctoral Oral Defense. (0 credit hours)

MPP 642 Social and Community Psychology

This course introduces the student to the sociocultural factors that impact personality development, the formation of attitudes/values, and group behavior. Issues of bias, prejudice, authority, conformity, stereotyping, gender roles, race/ethnicity, and other facets of individual/cultural differences will be discussed. Strategies to understand such sociocultural factors and build strong police-community relations will be presented. Students will explore their own cultural backgrounds to determine the strength of how past cultural/social issues direct current behaviors.

MPP 402 Psychology of Critical Incidents and Trauma

This course applies psychological theory to address both the operational procedures and human impact associated with involvement in critical incidents and trauma within the law enforcement community. Discussions will focus on line of duty death, use of force, hostage incidents, post-event debriefings, bombings, response planning and undercover stressors. Students will learn a working model of how to effectively handle stress throughout the police organizational structure. This course will utilize discussion, lecture, scenario training, video and self directed projects.

MPP 403 The Psychology of Police Organizations

This course introduces the student to the various psychological and organizational issues that arise in operating a police department. Issues of personnel management, ethics, operational needs, finances, developing interagency cooperation, managing political and community dynamics, managing organizational culture, psychological needs assessment, and internal disciplinary structures will be covered. Students will learn to identify the underlying psychological principles employed in managing a police organization.

MPP 404 The Psychology of Effective Leadership

This course introduces the student to the foundational principles of psychology necessary for effective leadership in any area of law enforcement. Styles of leadership, motivational principles, emotional intelligence, conflict resolution, and leadership assessment will be discussed. Students will learn to identify their own leadership style and determine how one's personal style can create change within police organizations.

MPP 405 The Psychology of Evil and Criminal Behavior

This course is designed to present the historical theories regarding the concepts of evil and criminal behavior. The course will explore how police organizations have responded to the various social and psychological theories regarding antisocial behaviors. Topics of serial killers, mass murder, cults, organized criminal enterprises, criminal profiling, psychotic conditions, anti social behavior and terrorism will be discussed.

MPP 406 Psychological Disorders Affecting Law Enforcement Personnel

This course introduces the student to the classification system of all known psychological disorders with special emphasis on those conditions more common to police officers. Depression, anxiety disorders, police suicide, substance abuse, medications, employee assistance programs, fitness for duty policies and confidentiality will be discussed. Students will learn the seventeen primary categories of psychological disorders and the standard of care required for the more prevalent conditions which impact police personnel.

MPP 407 The Psychology of Terrorism

This course will introduce students to the concepts, goals, strategies, problems and ideologies associated with contemporary and historic terrorist groups. Emphasis will be placed on terrorist

motives and mindsets and on how terrorist actions have affected the course of history and current foreign and domestic policy-making. We shall examine different types of terrorist organizations, based on various criteria – psychology, motives, means, objectives, geography and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how governments can work to limit its effects. Students will choose relevant topics for an original research paper and a related in-class presentation.

MPP 408 Tactical and Field Psychology

This course is designed to teach students the application of individual, cognitive and social psychology to field encounters. Through roll playing, scenarios, discussion and lecture, students will learn to employ principles of negotiation, conflict management, anger management, stress reduction, emotional modulation techniques and engagement and disengagement procedures.

MPP 401 Principles of Adlerian Psychology

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. This course addresses the selectivity of perception in the formation of biases; the purposiveness of behavior; creativity, self-determination, and the holism of the person.

MPP 535 Psychodynamics of Psychopathology – Adlerian

Prerequisite: MP 401. This course introduces the student to the psychodynamics of psychopathology from an Adlerian perspective. The creation, maintenance, and purpose of symptoms are emphasized with a focus on treatment approaches for neurotic, psychotic, personality and psychosomatic disorders.

MPP 512 Assessment Issues in Police Psychology I

Students will learn the basic statistical principles which are used in the development of psychological and promotional testing. Measures of central tendencies, normal distributions, correlation coefficients, ratios and standard error of measurements will be discussed. Concepts of validity, reliability and test construction will be presented.

MPP 513 Assessment Issues in Police Psychology II

Students will learn the more prevalent psychological instruments used in the hiring, assessment and promotion of police personnel. The concepts underlying personality testing, projective tests, personality assessment, intelligence testing, fitness for duty evaluations and promotional procedures will be presented.

MPP 498 Research Methods in Police Psychology

This course is designed to prepare students for completion of their thesis through an introduction to research methodologies, literature searches, resource tools and the APA writing style. Students will become familiar with peer-reviewed journals, professional literature and current findings in fields which directly relate to police psychology. Students will select their thesis topic, prepare an extensive outline of the selected subject, demonstrate its relevance to the field of police psychology, obtain approval for the chosen topic and then seek authorization for enrollment in MPP 506. Students not familiar with psychological research should consider taking this course early in the Program, and later seek School approval for their chosen topic.

MPP 500 Thesis Course

Prerequisite: MP498. This course is designed in a seminar format to assist students in the completion of their Master's thesis. Each student is required to complete a special topic thesis, prepared in APA format, with a focus on an issue in police psychology agreed upon by the School. The paper must be a minimum of forty pages and include an extensive literature search. The thesis must be completed by the end of this course. Papers **cannot** involve any form of testing, surveys, questionnaires or interviews. This is an academic thesis designed for students to gain a far-reaching grasp of a single issue in the field of police psychology. Papers will be graded on a pass/fail system and must be submitted to a professional editing service prior to submission for grading. Students who do not receive a passing grade for this course must repeat the course prior to submitting a corrected thesis.

Core Faculty

Dr. Robert Baker is a member of the Core Faculty and Clinical Director of the Psychological Services Center's Prison Aftercare Programs in Chicago. He is also the Coordinator of the Sex Offender Treatment Programs. Dr. Baker earned his B.A. in Economics at Michigan State University and his M.A. in Counseling Psychology and Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. He is a Licensed Clinical Psychologist. Dr. Baker teaches courses in psychophysiology, cognitive psychology, and clinical skills seminars. His additional interests include gerontology, forensics and correctional psychology, neuropsychology, clinical hypnosis, and psychotherapy with children, adolescents and adults.

Dr. Dan Barnes is a member of the Core faculty and serves as the Director and Chief Psychologist of the Dreikurs Psychological Services Center (PSC). He, also, serves as the Director of Clinical Training and in that capacity oversees the PSC's training programs, which include the Pre-Doctoral Internship in Professional Psychology, the therapy and assessment practica and the Post-Doctoral Residency in the PSC's Prison Aftercare Program. He received his B.S. in psychology from Loyola University Chicago, and his M.A. and Ph.D. degrees from the University of Kentucky in Clinical Psychology. He is a licensed clinical psychologist and has maintained a continuous clinical practice since 1972. He teaches courses in systems of psychotherapy and constructivist cognitive psychotherapy.

Dr. Neil Bockian is a member of the Core Faculty. He earned his Ph.D. from the University of Miami, where he studied personality disorders with Dr. Theodore Millon, and mindfulness meditation with Jon Kabat-Zinn. Dr. Bockian has research and clinical interests in the areas of personality disorders, health psychology, meditation, treatment planning, and behavioral medicine. He has written two books on personality disorders, and he has extensive experience treating individuals with spinal cord injuries and patients with chronic pain. He has employed individual therapy, group therapy, hypnosis, relaxation training, and mindfulness meditation in his practice.

Dr. Roseanne Boldt is a member of the Core Faculty and serves as Coordinator of Adler's Psychological Services at Holy Family Parish. Dr. Boldt earned her B.S. in Psychology at St. Mary-of-the-Woods College, her M.A. in Counseling Psychology at the Alfred Adler Institute of Chicago, and her Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. She is a Licensed Clinical Psychologist. Dr. Boldt teaches courses in Adlerian theory and methods, parenting and group leadership training, and clinical seminars. Her additional interests include the role of the spiritual in psychology, bereavement, marital therapy, forgiveness, and healing; mother-daughter relationships; and psychological aspects of health, immunity and disease.

Dr. Cristina Cox is a member of the Core Faculty. Dr. Cox earned her B.S. in Psychology at Michigan State University and her M.A. and Ph.D. in Clinical Psychology at Loyola University. She is a Licensed Clinical Psychologist. Dr. Cox teaches courses in child and adolescent therapy, ethnocultural diversity, gender diversity, psychological assessment of children, and clinical seminars. Her additional interests include models of intervention and assessment with children, integrative psychotherapy, bilingual/bicultural and language issues, learning disabilities and cognitive deficits, development and temperament, and consultation in educational settings.

Dr. Raymond E. Crossman is President of the Adler School and a member of the Doctoral Core Faculty. Dr. Crossman completed his B.S. in psychology and fine arts at Fordham University and his Ph.D. in clinical psychology at Temple University. He is President of the National Council of Schools and Programs in Professional Psychology, and he is the Chair of the Council of Chairs of Training Councils of the American Psychological Association. He has taught courses, presented, written about, and developed programs and initiatives in diversity education, psychology training, family therapy and family diversity, and HIV disease prevention and coping.

Dr. Vida Dyson is a member of the Core Faculty. Dr. Dyson earned her B.A. in Psychology at DePaul University and her M.A. and Ph.D. in Psychology/Personality Process at the University of Chicago. She is a Licensed Clinical Psychologist. Dr. Dyson teaches courses in ethnocultural diversity, gender issues, and clinical seminars. Her interests include substance abuse assessment and treatment; schizophrenia; and the professional development of women, blacks, and other minorities.

Dr. Carolyn Gralewski is a member of the Core Faculty and the coordinator of all qualifying examinations. Dr. Gralewski earned her B.S. in Psychology at Loyola University and her M.A. and Ph.D. in Psychology at the University of Illinois. She is a Licensed Clinical Psychologist and a Certified School Psychologist. Dr. Gralewski teaches courses in human development and psychopathology. Her additional interests include stress disorders, adult growth and development, personality disorders, anxiety disorders, trauma and trauma-related disorders, and stress and wellness.

Dr. Frank Gruba-McCallister is a member of the Core Faculty and Vice President of Academic Affairs. Dr. Gruba-McCallister received his B.S. in Psychology from Loyola University and his M.A. and Ph.D. in Clinical Psychology from Purdue University. He is a Licensed Clinical Psychologist. He teaches courses in history and systems, theories of psychotherapy, advanced psychotherapy, existential psychotherapy, and psychology and advocacy. His interests include health psychology, the integration of psychology and spirituality, transpersonal psychology, peace studies, and the role of psychology in advocacy and activism for social change.

Dr. Erik Mansager is a member of the Core Faculty. Dr. Mansager earned his B.A. in humanities from St. Thomas Seminary College in Denver, his M.A. in marriage and family counseling at the University of Arizona, and his Ph.D. in depth psychology at the Catholic University of Leuven in Belgium. Previously he was the Director of the Counseling Center at the University of North Dakota. Dr. Mansager is currently president of NASAP and has extensive publications and presentations on Adlerian Psychology. He has particular interest in parenting and the integration of psychology and spirituality, and he has more than 20 years experience providing therapy and education to abused children, adolescent substance abusers and their parents, as well as mediating acrimonious divorces.

Dr. Larry Maucieri is a member of the Core Faculty and serves as the Director of the Clinical Neuropsychology Certificate Program. Dr. Maucieri received his Ph.D. in clinical psychology from Fordham University and did his clinical internship at Yale University School of Medicine. He recently completed a two year postdoctoral fellowship in clinical neuropsychology at Northwestern University, Feinberg School of Medicine. Dr. Maucieri will be teaching courses in the neuropsychology program in addition to courses in biological bases and assessment.

Dr. Steven Migalski is a member of the Doctoral Core Faculty and a licensed clinical psychologist. He is also the Coordinator of Psychological Assessment at Adler's Psychological Services Center. He received his B.S. in Psychology from Loyola University Chicago and both his master's and doctorate from the Illinois School of Professional Psychology. He completed a post-doctoral fellowship in clinical child psychology at the Josselyn Center for Mental Health, where he served as Director of Psychology for four years. Dr. Migalski's areas of concentration include clinical interviewing, personality assessment, mood disorders across the lifespan, assessment of ADHD and learning disabilities, multimodal and constructivist psychotherapies, primary and secondary prevention of HIV-risk behavior, and sexual orientation diversity in clinical practice. In his clinical work and in supervision, Dr. Migalski draws heavily upon the cognitive-behavioral and interpersonal traditions. Dr. Migalski is presently the consulting psychologist for Lawrence Hall Youth Services, and he maintains a very active private practice in Chicago's Lincoln Square neighborhood.

Dr. Harold Mosak is a Distinguished Service Professor and serves as Chair of the Doctoral Scholars in Clinical Psychology Program. Dr. Mosak earned his A.B. in Psychology and Ph.D. in Clinical Psychology at the University of Chicago. He is a Diplomate in Clinical Psychology of the American Board of Professional Psychology, a Life Member and Fellow of the APA, and a Licensed Clinical Psychologist. Dr. Mosak teaches courses in Adlerian theory and methods, clinical seminars, and a year-long "Adler from Scratch" series. His additional interests include the use of humor, the role of the spiritual in psychotherapy, multiple psychotherapy, and group and couples therapy.

Dr. John Newbauer is a member of the Core Faculty and Co-ordinator of the Fort Wayne campus Doctoral Program. Dr. Newbauer earned his B.A. and M.S.Ed. in Psychology and his M.S. in Pre-Clinical Psychology at St. Francis College, his Ed.D. in Counseling and Guidance (Cognates: Psychology and Educational Psychology) at Ball State University, a Certificate in Rehabilitation Administration at DePaul University, and a Postgraduate Certificate in Adlerian Psychology at the Alfred Adler Institute of Chicago. Dr. Newbauer is a Licensed Clinical Psychologist, a Diplomate and Fellow of the College of Forensic Examiners, a Licensed Marriage and Family Therapist, and a Certified Clinical Mental Health Counselor. Dr. Newbauer teaches courses in Adlerian theory and methods, psychological assessment, gender issues and clinical seminars. His additional interests include correctional and forensic psychology, juvenile delinquency, sexual offenders, clinical hypnosis, custody and parenting issues, and gender and multicultural issues.

Dr. Wendy Paszkiewicz is a member of the Core Faculty and serves as Director of Training and Community Service. Dr. Paszkiewicz earned her B.S. in Psychology at Michigan State University and her Psy.D. in Clinical Psychology at the Illinois School of Professional Psychology/Chicago. She is a Licensed Clinical Psychologist and maintains a private practice serving children, adolescents and families. Dr. Paszkiewicz teaches practicum and internship seminars. Her additional interests include managerial psychology, social interest and responsibility, diversity issues, the professional development of psychologists, and issues of education and training in professional psychology.

Dr. Mary Schneider is a member of the Core Faculty. Dr. Schneider earned her B.A. in Communications and Philosophy at Marquette University, her M.A. in Developmental Disabilities at West Virginia University, and her Ph.D. in Educational and Counseling Psychology at Loyola University. Her degree in marriage and family therapy is from the Family

Institute at Northwestern University. She is a Licensed Clinical Psychologist and a Nationally Certified School Psychologist. A Diplomate in Adlerian Psychology, Dr. Schneider teaches courses in child and adolescent counseling, family therapy, and Adlerian theory and methods. She also serves as a clinical representative for the North American Society of Adlerian Psychology.

Dr. Hideko Sera is a member of the Doctoral Core Faculty. She serves as Assistant Director: Training Coordinator of the Rudolph & Sadie "Tee" Dreikers Psychological Services Center. Dr. Sera earned her B.A. in Sociology at Ball State University, her M.A. in Counseling Psychology and her Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. Dr. Sera is the first Japanese citizen to receive a Psy.D. degree in Clinical Psychology from an APA accredited U.S. graduate school. Dr. Sera teaches courses in practicum skill development, clinical training, and dissertation writing. Her additional interests include international psychology, women's issues, diversity issues, and Individual Psychology and its understanding and application in non-English and/or non-German speaking countries and cultures.

Dr. Mark Stone is a Distinguished Service Professor, Program Director of the Master's in Counseling and Organizational Psychology Program, and member of the Core Faculty. Dr. Stone earned his B.A. and B.M. at North Park College, his M.M. at Roosevelt University, his M.S. and Ed.D. at Northern Illinois University, his C.A.S. at the University of Chicago, and his Psy.D. in Clinical Psychology at Forest Institute of Professional Psychology. He is a Diplomate of the American Board of Professional Psychology and a Diplomate and Fellow of the American Board of Medical Psychotherapists, a Licensed Clinical Psychologist, a Nationally Certified Career Counselor, a Nationally Certified Counselor, a Certified School Psychologist, a Nationally Certified Alcohol and Drug Counselor, and a Certified Supervisor and AODA Counselor CSADC. Dr. Stone teaches courses in research methods, statistics, assessment of dementia, and other neurological topics. His additional interests include Rasch measurement, data analysis, attention and memory, treatment of sex offenders, psychotherapy, organizational consulting, and supervision.

Dr. Judy Sutherland is a Distinguished Service Professor, member of Core Faculty and serves as Program Director of the Art Therapy Program. Dr. Sutherland earned her B.A. in Art and French at Lawrence University, her M.A. in Counseling Psychology at the Alfred Adler Institute of Chicago, and her Ph.D. in Art Therapy at the Union Institute. She is a Registered Art Therapist (A.T.R.) of the American Art Therapy Association, a Board Certified Art Therapist, and a Licensed Clinical Professional Counselor. Dr. Sutherland's teaching interests include art therapy in general, art therapy with the elderly, Adlerian theory and methods, and clinical seminars. Her additional interests include heuristic research using art therapy, group art therapy, dreams, creativity, spirituality, social interest, cultural diversity, and self-awareness.

Dr. Thomas Todd is a member of the Core Faculty and serves as Program Director of the Marriage & Family Program. Dr. Todd earned his B.A. in Psychology at Princeton University and his Ph.D. in Clinical Psychology at New York University. He is a Diplomate of the American Board of Family Psychology; a Fellow of the Division of Family Psychology (APA) and of the American Association for Marriage and Family Therapy; a Licensed Clinical Psychologist, and an AAMFT Approved Supervisor. Dr. Todd teaches courses in marriage and family therapy, clinical supervision, and practicum seminars. His additional interests include qualitative research, substance abuse, eating disorders, supervision, and outcome assessment.

Dr. Jaye L. Weems is the new Assistant Director for market development at the Dreikurs Psychological Services Center. Dr. Weems comes to us from the Thornton Township Youth Committee, where he served as its Executive Director. In this capacity, he successfully secured grants and contracts to provide services for a variety of populations, including children, adolescents, adults and elders from diverse ethnic/racial backgrounds. Dr. Weems has a work history that mirrors Adler's mission and vision.

Dr. Jerry Westermeyer is a member of the Doctoral Core Faculty and serves as Dean of Clinical Training. Dr. Westermeyer earned his B.A. in Social Studies at St. Mary's College and his M.A. in International Relations and Ph.D. (Committee on Human Development) at the University of Chicago. He is a Licensed Clinical Psychologist. Dr. Westermeyer teaches courses in psychopathology, human development, and research methodology. His additional interests include successful aging across the lifespan, course and outcome of psychopathology, positive mental health, political psychology, and children's issues in developing countries.

Dr. Ian Wickramasekera II is a member of the Core Faculty and Coordinator of the Clinical Hypnosis Certificate Program. Dr. Wickramasekera earned his B.S. in Psychology with Honors Distinction from the University of Illinois at Champaign-Urbana and his Psy.D. from the Illinois School of Professional Psychology at Chicago. He is licensed in clinical psychology and has worked in a variety of health psychology settings such as pain management and mind/body medicine. In his clinical work he draws upon his background in Buddhism, cognitive neuroscience, humanistic/transpersonal psychology, and mind/body medicine. His major clinical and research interests involve the application of techniques in mind/body medicine such as hypnosis, meditation, and biofeedback to a wide variety of health problems such as chronic pain. He is the current Secretary of the APA's Division of Psychological Hypnosis (Division 30). His research has appeared in the *International Journal of Clinical and Experimental Hypnosis*, *Journal of Humanistic Psychology*, and in *Dissociation*. Dr. Wickramasekera is also an Associate Editor of the *American Journal of Clinical Hypnosis*.

Dr. Torrey Wilson is a member of the Core faculty and the Program Director for the Psy.D. program. He earned his Ph.D. in Counseling Psychology from Loyola University. Dr. Wilson served as the program director at Gilda's Club, a cancer support center. He has also held administrative positions at the American Medical Association and Rush-Presbyterian-St. Luke's Medical Center-Rush University. He has been involved in teaching and training at Rush and as a faculty member at Northeastern Illinois, Loyola, and Aurora universities, as well as providing management and diversity training to corporations and organizations as a consultant. Dr. Wilson is a former president of the Chicago Chapter of the Association of Black Psychologists (2003-2004) and serves on several non-profit and organizational boards. Dr. Wilson's interests include multicultural psychology, health psychology/behavioral medicine, and public health.

Part-Time Program Faculty

Dr. Nicole Hoffman is a member of the Part-Time Program Faculty and serves as Assistant Director of the Psychological Services Center. Dr. Hoffman earned her B.A. in Psychology at Indiana University and her M.A. in Counseling Psychology and Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. She is a Licensed Clinical Psychologist. Dr. Hoffman teaches courses in Adlerian theory and methods and appraisal of individuals. Her

additional interests include children, families, psychoeducation for parents and teachers, pediatric assessment, pediatric psychopathology, domestic court and psychology, and prevention of child and family dysfunction.

Mr. Leo Lobl is a Distinguished Service Professor and member of the Part-Time Program Faculty. Mr. Lobl earned his B.A. at Queens College, his M.S.S.A. at the University of Pittsburgh, and his Certificate in Psychotherapy at the Alfred Adler Institute of Chicago. He is a Diplomate in Clinical Social Work and a Licensed Clinical Social Worker. Mr. Lobl teaches courses in professional development and clinical seminars for M.A. students.

Dr. Bill Powers is a member of the Part-Time Program Faculty and serves as the Program Director of the Master of Police Psychology Program. Dr. Powers received his bachelor's degree from DePaul University in Sociology, a Master of Arts degree in Substance Abuse Counseling and a Doctor of Psychology degree in Clinical Psychology, both from the Adler School of Professional Psychology. He is a Licensed Clinical Psychologist. Dr. Powers is a recently retired Commander with the Chicago Police Department, having served over 30 years with that organization. During that time, Dr. Powers was awarded three of the Department's top awards; The Police Medal, the Award of Valor, and the Superintendent's Award of Merit. In addition, Dr. Powers consults and provides training for a number of law-enforcement agencies around the country.

Dr. Joseph Troiani is a member of the Part-Time Program Faculty and serves as Program Director of the Substance Abuse Program. Dr. Troiani earned his B.A. in Psychology/Sociology at Northeastern Illinois University, his Master's in Health Administration at Governors State University, and his M.A. and Ph.D. in Clinical Psychology at the Fielding Institute. He is a Certified Addictions Counselor. Dr. Troiani teaches courses in substance abuse assessment and treatment. His additional interests include aggression and violence, the mentally ill substance abuser, domestic violence and sex offenders, community mental health, behavioral health and public policy, political psychology, and health care administration.

Faculty Emeritus

Ms. Jane Griffith is a member of the Faculty Emeritus. Ms. Griffith earned her B.A. at Hollins College, her M.A.T. at the University of Maine, and her M.A. in Counseling Psychology at the Alfred Adler Institute of Chicago. She is a Nationally Certified Counselor and a Licensed Clinical Professional Counselor. Ms. Griffith teaches courses in Adlerian theory and methods and professional writing. Her additional interests include the psychology of illness and wellness.

Mr. Robert Powers holds the title of Distinguished Service Professor and a member of the Faculty Emeritus. Mr. Powers earned his B.A. in Philosophy at Capital University, his M.Div. at Yale University, his M.A. at the University of Chicago, and a Certificate in Psychotherapy at the Alfred Adler Institute of Chicago. He is a Licensed Clinical Psychologist. Mr. Powers teaches courses in Adlerian theory and methods and spirituality and psychology. His additional interests include couple, family, and child therapy.

Dr. Norman Silverman is a Distinguished Service Professor and a member of the Faculty Emeritus. Dr. Silverman earned his B.A. in Social Science at George Williams College, his M.A. and Ph.D. in Clinical Psychology at Loyola University, and a Certificate in Psychotherapy at the Alfred Adler Institute of Chicago. Dr. Silverman teaches courses in the history and

systems of psychology, comparative psychotherapies, personality theory, and Adlerian theory. His additional interests include the philosophy of psychology, human sexuality, social psychology, class structure, politics, ethnic diversity, and birth order.

Adjunct Faculty

Richard Ackley, Ph.D.
Illinois Institute of Technology

Greg Anderson, Psy.D.
Adler School of Professional Psychology

Russell Bishop, Psy.D.
Adler School of Professional Psychology

Pamela Brand, Psy.D.
Illinois School of Professional Psychology/Chicago

Joyce Bookchester, Psy.D.
Illinois School of Professional Psychology/Chicago

Dora Castro-Ahillen, M.A.
Adler School of Professional Psychology

Nancy Chickerneo, M.A.
Adler School of Professional Psychology

Rene Dushman, M.A.
Adler School of Professional Psychology

Mary Farrell, M.A.
Adler School of Professional Psychology

Edward Frischholz, Ph.D.
University of Illinois at Chicago

Leonard Koziol, Psy.D.
Forest Institute of Professional Psychology

Russell Leander, M.A.

Antonio Martinez, Ph.D.
University of Massachusetts, Amherst Campus

John Peterson, Psy.D.
Adler School of Professional Psychology

Suzanne Peroutka, M.A.

Mary Pulscher, M.A.

Bernard Raden, Ph.D.
Illinois Institute of Technology

Penny Robbins, Psy.D.
Adler School of Professional Psychology

Greg Sarlo, Psy.D.
Adler School of Professional Psychology

Tracy R. Scott, Psy.D.
Adler School of Professional Psychology

Chris Stout, Psy.D.
Forest Institute of Professional Psychology

Dr. Russell Swayne, Psy.D.
Illinois School of Professional Psychology

Cheryl Wagner, M.A.
Adler School of Professional Psychology

Charlene Wenc, M.A.
DePaul Univeristy

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Jaye L. Weems, PsyD
Michael Zellner, MALS

Assistant Director, Dreikurs PSC
Reference Librarian

Vancouver campus

Russell King, PsyD
Richenda Heaton
Leslie Blake
Seema Buksh

Campus Dean
Administrator/Registrar
Admissions Counselor
Admissions Counselor

Academic Calendar 2005-2006

Chicago campus

Fall Term 2005

Term Starts

September 22

Rosh Hashana Observed

October 4

Yom Kippur Observed

October 13

Thanksgiving Observed

November 24-27

Term Ends

December 4

Winter Term 2006

Term Begins

January 2

Martin Luther King Day Observed

January 17

Term Ends

March 13

Spring Term 2006

Term Begins

April 2

Good Friday Observed

April 14

Easter Observed

April 16

Memorial Day Observed

May 29

Term Ends

June 12

Summer Term 2006

Term Begins

June 26

Independence Day Observed

July 4

Term Ends

August 31