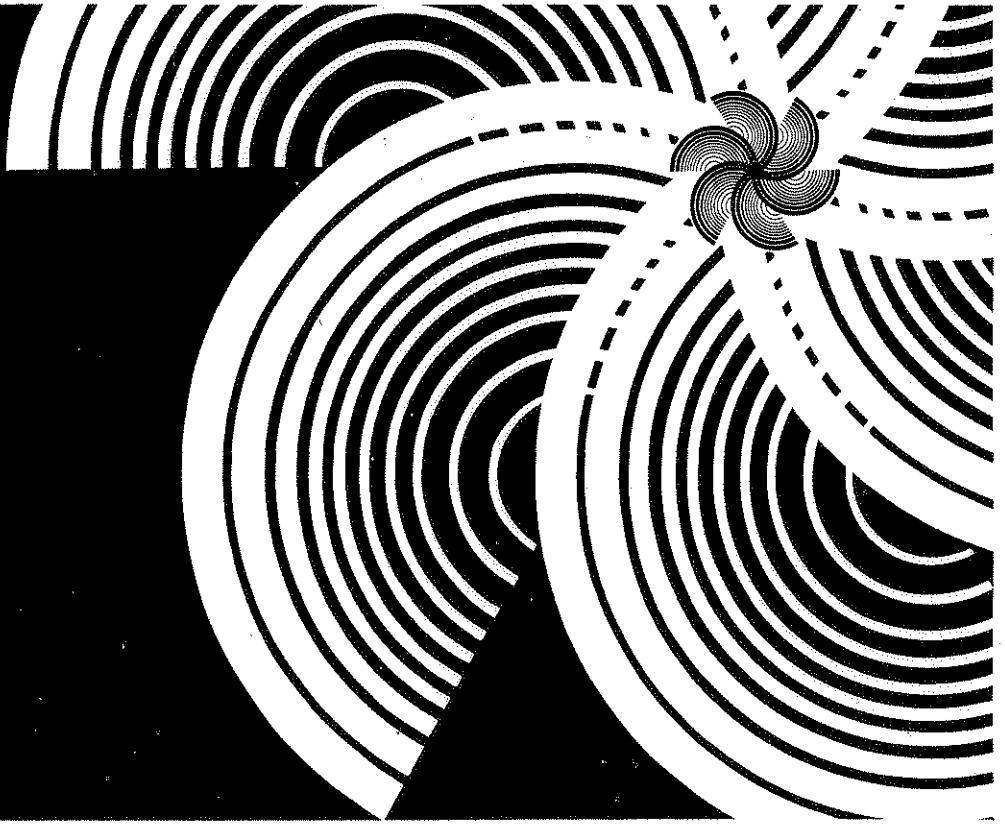


CATALOG
1986/1988

ALFRED ADLER INSTITUTE

Rudolf Dreikurs, M.D., Founder



Contents

Board of Trustees	5
Administration and Staff	5
The Institute	
Overview	7
Historical Development	8
Degree Programs	9
Certificate Programs	9
Continuing/Professional Education	9
Location	9
Non-Discriminatory Policy	10
Statement of Mission and Philosophy	10
Purposes and Objectives	12
Organization and Governance	12
Faculty and Staff	13
Accreditation and Approvals	13
The Library	13
Rudolf Dreikurs Psychological Services Center	14
Family Education Activities	14
Bookstore	15
Alumni Association	15
Student Association	15
Student Advisement	15
Admission Policies and Procedures	
Graduate Admission	17
Undergraduate Student Status	18
Early Admission	18
Conditional Student Status	18
Admission of Transfer Students	18
Student-At-Large Status	19
Auditor Status	19
Postgraduate Student Status	19
Full or Part-Time Status	20
Application Procedures	20
Readmission	21
Confidentiality of Records	21
Academic Policies and Regulations	
Class Meetings	23
Cancellation of Courses	23
Class Attendance	24
Course Changes	24
Grading System	24
Academic Standards	25
Transcripts	25
Student Conduct	26
Dean's List	26
In Progress	26
Incomplete	27
Pass/No Pass Option	27

Academic Policies and Regulations (continued)

Audit	27
Credit by Examination	27
Clinical Evaluation	28
Clinical Activities	28
Waiver	29
Continuous Registration	29
Leave of Absence	30
Student Responsibility	30
Administrative Withdrawal	30
Student Initiated Withdrawal	31
Grievance Procedure	31
Graduation	31
Tuition and Financial Aid	
Fee Schedule	33
Financial Responsibility	34
Senior Citizens	34
Deferred Payment Plan	34
Withdrawal Procedure	34
Tuition Refunds	35
Refund Schedule	35
Graduate Assistantships	35
Veteran's Benefits	35
Student Loan Programs	36
Scholarships	36
Development Funds	36
Master of Arts Degree Programs	
Overview	39
Licensure/Registration	40
M.A. Admission Requirements	40
Full-Time or Part-Time Status	41
Transfer of Credit	41
Practicum & Family Education Experiences	41
Candidacy	41
Didactic Therapeutic Experience	42
Graduate Paper Option	42
Final Oral Examination	43
Graduation Requirements	43
M.A. in Counseling Psychology	44
M.A. in Family & Marital Counseling	46
M.A. in Substance Abuse Counseling	48
Certificate Programs	
Certificate in Counseling	51
Certificate in Substance Abuse Counseling	53
Course Descriptions	55
Administration and Faculty	65
Calendar	68

Board of Trustees

Harold H. Mosak, Ph.D.
 Bernard H. Shulman, M.D.
 Bernice Grunwald, M.Ed.
 Robert Cross, Ph.D.
 Patricia M. Crull, Ph.D.
 M. Herbert Gordon
 Rev. Paul T. Hoban, O. Carm.
 Michael Maremont
 Melvin I. Mishkin, J.D.
 Faustin A. Pipai, J.D.
 Ida B. Scully
 David Stotter
 Sadie Dreikurs

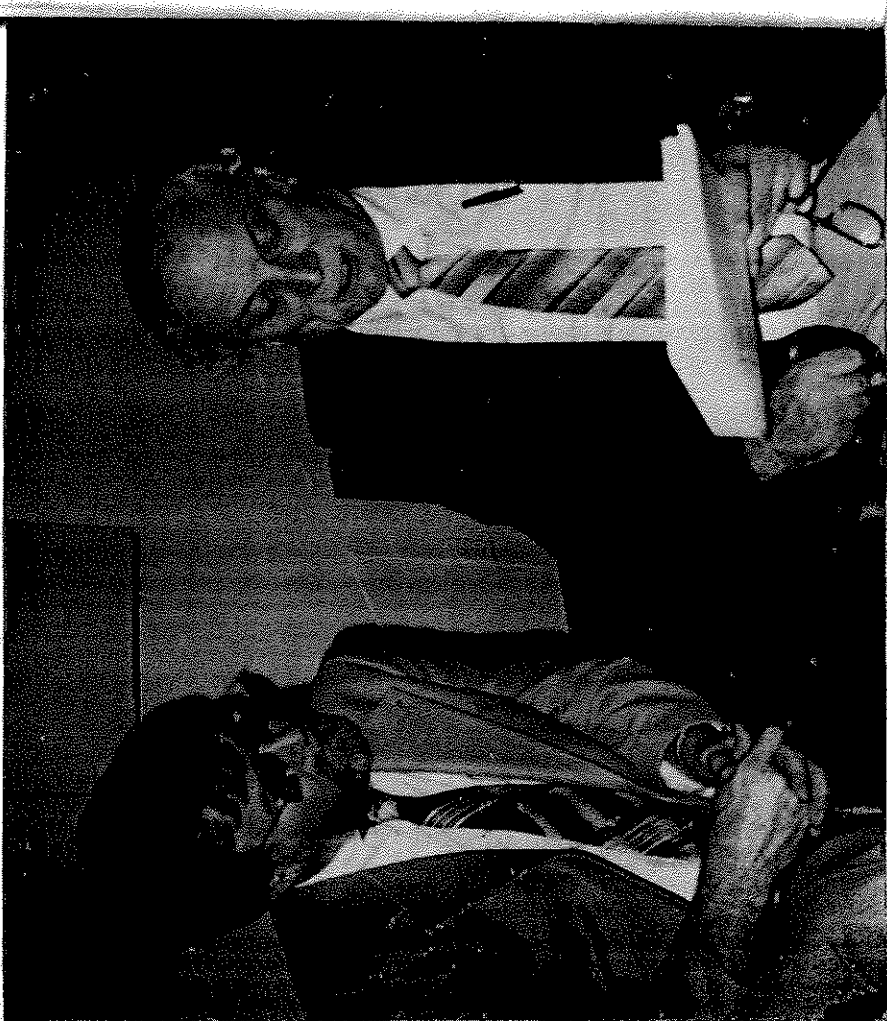
Board Chairman
 Board Vice-Chairman
 Board Secretary
 Board Member
 Board Member
 Board Member
 Board Member
 Board Member
 Board Member
 Board Member
 Board Member
 Board Member
 Board Member
 Board Member
 Trustee Emeritus

Administration and Staff

Randall L. Thompson, Ed.D.
 Seymour Schneider, Ed.D.
 Howard Pollack, M.S.W.
 Robert Kearney, Ph.D.
 Bryna Gamson, M.A.T.
 Janet Balanoff, M.A.
 Peter Herberg, M.B.A.
 Ingrid Reitz, B.A.
 Miriam Tabachnik, M.A.
 Dawn Marie, M.A.
 Susan Hagen, B.A.
 Karen Schroedle

President
 Dean of Faculty
 Dean of Students
 Director of Substance Abuse Program
 Director of Program & Financial Development
 Director of Admissions
 Business Manager
 Registrar
 Librarian
 Field Placement Coordinator
 Administrative Assistant
 Executive Secretary

Alfred Adler Institute of Chicago
 618 S. Michigan Avenue — 6th Floor
 Chicago, Illinois 60605
 312/294-7100



The Institute

OVERVIEW

Founded in 1952, The Alfred Adler Institute of Chicago is a non-sectarian, independent, not-for-profit, co-educational institution. The educational orientation of the Institute is based upon the principles and methods of Individual Psychology, a "comprehensive science of living" system originated and developed by Austrian psychiatrist, Alfred Adler (1870-1937). Individual Psychology emphasizes the uniqueness of every individual and stresses the individual's relationship with society.

The Alfred Adler Institute of Chicago is the only accredited, independent, specialized, graduate degree-granting Adlerian training institute in the world. The Institute has become one of the most respected institutions of its kind, drawing students from North America and from abroad. It strives to meet the continuing needs of students and from abroad. It strives to meet the continuing needs of students and professionals who seek quality in higher education and training and to provide the finest counseling, instruction, clinical training, and therapy for individuals and families that afford themselves of the services and programs provided.

The Institute offers Masters level degree and certificate programs, supervised clinical training, a specialization program for professionals, continuing education workshops, and seminars. The Institute also maintains a specialized library, a bookstore, a psychological counseling center, and conducts programs and activities for mental health professionals, students, teachers, and lay persons.

The blending of a strong tradition and small size contributes to a strength unique to the Institute and the people it seeks to serve. The student body is an extraordinarily diverse group with varied age range, educational backgrounds, personal interests, and professional experience.



This Catalog is dedicated in Memory of DR. RUDOLF DREIKURS (1897-1972)

HISTORICAL DEVELOPMENT

In 1937 Rudolf Dreikurs, a Viennese Psychiatrist, came to Chicago following years of study and collaboration first as a student and later as a colleague of Alfred Adler. Adler, a close associate of Freud, was one of the charter members of the Vienna Psychoanalytic Society, eventually becoming its president. Theoretical differences with Freud led to his resignation from the society and the development of his own school of Individual Psychology.

As a leading advocate and spokesman for Adler's way of understanding factors which affect human behavior, Dr. Dreikurs lectured extensively throughout the United States and in many other countries. Dr. Dreikurs conducted training in the dynamics of child behavior; encouraged and participated in the formation of community child guidance centers; helped establish programs in family education and family counseling; founded and edited the "Individual Psychology Bulletin;" and with others, established the Individual Psychology Association of Chicago.

In 1952 the Institute of Adlerian Psychology was founded and soon thereafter, the name was changed to the Alfred Adler Institute of Chicago. The founders of the Institute had an ideal which enabled them to overcome great obstacles. They had no campus, no library, no endowment, or other such resources which are part of the institution today. Many individuals have made personal and financial investments and sacrifices to assure the quality of the Institute.

The Institute's programs have been modified and expanded during the thirty-five plus years since the first formal courses were offered. Prior to 1975 only training programs for professionals leading to Certificates in Psychotherapy, Counseling, and Child Guidance were offered. In 1975 the Institute added the Masters of Arts in Counseling program. Authority to award the M. A. degree marked the beginning of offering courses for graduate credit. In 1976, the Institute was awarded candidate status for accreditation and two years later full accreditation was received from the North Central Association. The first Master of Arts in Counseling Degrees were awarded in 1978.

The Institute is founded on the spirit of social interest, social feeling, confidence in others, the sense of human equality, cooperation, contribution, courage, and optimism embodied in the philosophy of Alfred Adler. Adler once wrote, "All the problems of human life demand capacity for cooperation and preparation for it. How we cooperate is the visible sign of our appreciation for how we are connected with our fellow human beings, our social feeling."

DEGREE PROGRAMS

The Institute offers three graduate-level degree programs. Students may elect to receive a Master of Arts Degree in Counseling Psychology, Family & Marital Counseling, or Substance Abuse Counseling. At the time of publication of this catalog a Doctor of Psychology (Psy. D.) Program is being planned.

CERTIFICATE PROGRAMS

The Institute offers a one year part-time Certificate Program in Substance Abuse Counseling. This entry level program is open to both undergraduate and graduate students.

A Certificate Program in Counseling is offered for persons who have already completed a master's or doctoral degree in psychology, social work, medicine or a related field. Students admitted to this certificate program receive specialized training in the theory and techniques of Adlerian psychology.

CONTINUING/PROFESSIONAL EDUCATION

Through a commitment to lifelong learning and service to the public, the Institute provides continuing and professional education certificate programs including workshops, seminars, and specialized training for developing, maintaining, and improving the competencies of practicing health care professionals, lay persons, teachers, clergy, and business persons.

LOCATION

In the Fall of 1985 the Institute moved into modern facilities in the heart of downtown Chicago on South Michigan Avenue overlooking Grant Park and Lake Michigan. Near the Congress Parkway and Lake Shore Drive, the Institute is of easy access by car, train, or bus which is a major advantage for commuting students. The Institute has no dormitories or student housing facilities.

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

NON-DISCRIMINATORY POLICY

The Alfred Adler Institute admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sex, national and ethnic origin, or handicap in administration of its educational policies, admissions policies, scholarship and loan programs, and other school administered programs.

STATEMENT OF MISSION AND PHILOSOPHY

The Institute is founded on the theory of Individual Psychology originated by Alfred Adler and elaborated upon by Rudolf Dreikurs (1897-1972), the founder of the Alfred Adler Institute of Chicago. The Institute is dedicated to preserving, developing, and propagating the philosophy and application of the theory and techniques of Adlerian Psychology for the benefit that it can bring to the helping professions and to the public at large in dealing with human behavior and the prevention and amelioration of human problems.

The mandated institutional mission which led to the formation of the Institute and the services which it offers, provides a frame of reference for the board, administration, faculty, staff, and students in relation to policies and decisions by which the Institute operates. To these ends, the Institute strives to provide quality education, clinical training, research, and public service responsive to both the perennial and changing needs of students, the profession, and society.

PURPOSES AND OBJECTIVES

The Alfred Adler Institute implements its mission by means of the following:

1. Providing quality degree and certificate programs of study for individuals who can apply theoretical knowledge and practical clinical skills in such fields as mental health, social service, education, business and industry, substance abuse, medicine, family counseling and other psychology-related professions in the public and private sector.

2. Offering programs of professional and continuing education which provides lay persons and members of the professional community opportunities for personal growth, skill development, expansion of knowledge, and the enhancement of values, through instruction, role modeling, demonstration, publication, and community service.
3. Providing necessary learning resources and facilities, a quality faculty, excellent administration and staff, and support services to foster the academic, research, personal, social, cultural, and clinical interests of students served.
4. Selecting for admission those 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 services to their families, communities, and society.
5. Providing students, mental health counselors, parents, clergy, teachers, psychologists, psychiatrists, educational institutions, and other individuals and organizations with a variety of books, films, audio and video cassettes, and other materials unique to the field of Adlerian Psychology and related areas through services provided by the bookstore and the library.
6. Serving the changing needs of students, members of the community, and professionals from the field through educational programs, counseling services, consulting, and other activities which will contribute to the mental, emotional, physical, and social well-being of individuals, groups, and families in today's stressful and complex world.
7. Encouraging meaningful involvement by members of the faculty, staff, board, student body, and graduates of the Institute in the activities and affairs of professional organizations, community agencies, alumni, educational institutions, and other Adlerian Institutes and programs.
8. Fostering in students the development of a lifelong commitment to personal and professional development, learning, scholarship, and service founded on the spirit of social interest, social feeling, human equality, worth and dignity of the individual, cooperation, and optimism embodied in the philosophy of Adlerian Psychology.

ORGANIZATION AND GOVERNANCE

The Alfred Adler Institute of Chicago is a private, independent, not-for-profit institution of higher education governed by a Board composed of psychologists, psychiatrists, business leaders and other public-spirited persons. Overall institutional policy is established by the Board. For translating policy into operation, the Board looks to the administration, staff, and faculty.

The Institute is incorporated 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 Treasury. Contributions to the Institute are tax deductible to the extent allowable by law.

FACULTY AND STAFF

The Institute provides students with a highly qualified faculty, administration, and staff. Most faculty are part-time and in addition to teaching and supervision are practicing professionals including psychologists, psychiatrists, family counselors, social workers, consultants, educators, and mental health counselors.

Many students who attend the Institute find that the courses, clinical experiences, and other requirements expected by faculty are challenging and demanding. The size of the faculty and staff provides for a great degree of closeness and informality, with an emphasis on the kind of humanness characterizing a learning community of persons engaged in the discovery of new knowledge and techniques to help solve human problems.

The Institute's educational philosophy is based upon a very diversified faculty who combine professional practice with their instructional duties. Many members of the faculty publish books, write articles, and conduct workshops and seminars throughout the United States, Europe, Canada, and other countries.

The core faculty is composed of professionals with established reputations as clinicians and educators who devote a great percentage of their professional activity to the Institute. Core faculty are actively involved in academic governance, faculty committees, clinical supervision, curriculum development, and other faculty related matters. They are supplemented by adjunct faculty who are hired to teach specific courses or render other academic services to the Institute.

ACCREDITATION AND APPROVALS

The Institute has been accredited by the North Central Association Commission on Institutions of Higher Education since 1978. North Central accreditation was reaffirmed at the M. A. level in 1984.

The Illinois Board of Higher Education has granted authority to the Institute to award the Master of Arts Degree in Family and Marital Counseling, Counseling Psychology, and Substance Abuse Counseling and Certificates of Completion in Counseling and Substance Abuse Counseling.

The Alfred Adler Institute of Chicago is approved for veterans' education by the State Approval Agency, Illinois Veterans' Commission.

Through approval by the Justice Department the Institute is authorized under Federal law to enroll nonimmigrant alien students.

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

THE LIBRARY

The Sol and Elaine Mosak Library contains an extensive collection of Adlerian Psychology books, journals, periodicals, films, video and audio cassettes and other learning materials. The Institute is fortunate to have one of the finest specialized holdings of Adlerian Psychology available in the world. In addition to Adlerian oriented materials, the library also contains a wide variety of resources in mental health and related disciplines of psychiatry, substance abuse, general psychology, psychotherapy, counseling, family therapy, child development and social work. The library maintains the Eleanor Redwin Memorial Collection on Family Education.

Through membership in the Illinois State Library Network and through inter-library loan agreements, students have access to learning materials all over the country. Inter-library loan agreements greatly enhance the learning materials available to Institute students and faculty. The Chicago area is one of this country's most concentrated centers for library holdings with more than 14,000,000 volumes readily available.

The library is available for use by faculty, students and other patrons during all regular hours that the Institute is open.

RUDOLF DREIKURS PSYCHOLOGICAL SERVICES CENTER

The Psychological Services Center, located at the Institute, is registered by the State of Illinois Department of Registration and Education to provide psychological services. Clients are seen by counselors who are advanced graduate students, alumni, or faculty of the Institute. Regular supervision is provided by highly qualified counselors and therapists who are also members of the faculty. Approximately once a month the client and student counselor will arrange for a session which will be attended by a faculty member to supervise and guide the progress of the client's therapy.

Serving the Chicago metropolitan area, students and faculty provide a wide variety of out-patient services designed to serve the clients' needs. Counselors are available to assist individuals, couples, families and groups in understanding and dealing with personal issues and family problems including depression and anxiety, school adjustment, family conflict, marital distress, grief and loss, stress disorders, substance abuse, and other related personal or psychological issues. For those persons who cannot afford a private practitioner, low-cost services are provided.

Prospective clients may call the Institute for information or to arrange for an appointment. The initial interview is conducted by a member of the faculty who will explore the client's immediate concerns and obtain relevant background information. Following the initial interview, the client will be referred to an appropriate counselor who will contact the client to arrange for counseling sessions.

FAMILY EDUCATION ACTIVITIES

For more than 40 years, the Family Education Division has been offering students, professionals and lay persons training in the principles and techniques of Adlerian Psychology related to parent education, teacher education, and cooperative family living. Regularly scheduled free public family counseling demonstrations are offered to students, professionals, and the public.

The Family Education Activities Division provides non-credit workshops and seminars in the areas of parent, teacher, and counselor education. Outreach programs including speakers, public family counseling demonstrations, parent study groups, and parent leadership training are provided throughout the greater Chicago area. Films, books and other materials are made available for parents, teachers, and professionals. Family Education Centers are located in Highland park and Oak Park in addition to the one at the Institute.

BOOKSTORE

The Bookstore sells many Adlerian books, audio-visual and other psychology related materials by mail order or in person. The Bookstore carries all of the required textbooks for courses, as well as many books and publications in Adlerian Psychology, child rearing, family counseling, substance abuse, and other psychology related subjects. The Bookstore serves as a resource for students, parents, educators, professionals, organizations, and other colleges throughout the United States and in a number of foreign countries.

ALUMNI ASSOCIATION

All persons who have received a degree or certificate from the Institute are eligible for membership in the Alfred Adler Institute Alumni Association. The Alumni Association has been formed to allow graduates to maintain social and professional relationships with each other, with faculty, and with staff and to provide guidance, counsel, and support to the future development of the Institute.

STUDENT ASSOCIATION

The Alfred Adler Institute Student Association (AAISA) is the formally recognized organization of the student body. The AAISA represents the common educational and professional interests of the students, sponsors activities, disseminates information, and promotes open communication among students, faculty, and administration of the Institute. Representatives of the AAISA serve on committees of the Institute, attend faculty meetings and serve as the official voice of students in the decision-making process. All students who are registered for course work on campus in a degree or certificate program are members of the Student Association.

STUDENT ADVISEMENT

The Office of the Dean of Students assigns each student to a faculty advisor. The advisor is available to help students clarify their educational and professional goals, to discuss personal concerns, and to guide students in utilizing to the fullest extent opportunities which are available through the Institute. Members of the Institute staff are available to assist with the scheduling of courses, and to help assure that the student will be able to meet all requirements for graduation.

Admission Policies and Procedures

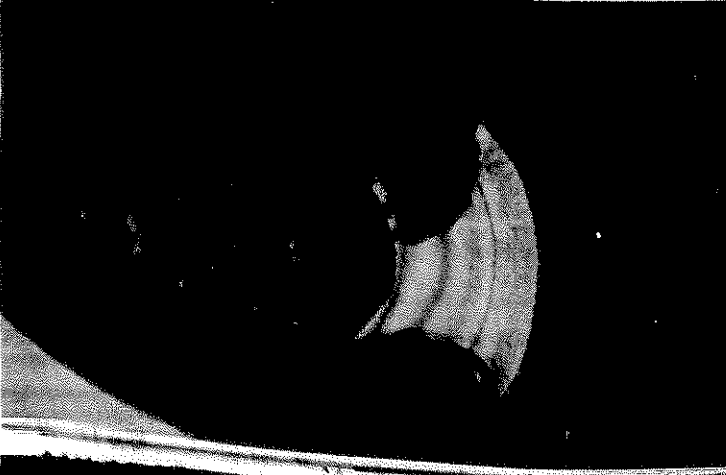
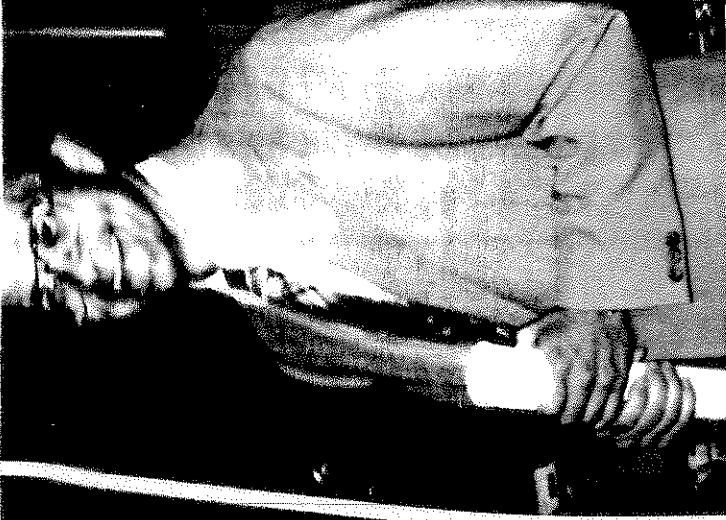
GRADUATE ADMISSION

A baccalaureate degree from an institution which is regionally accredited or in candidacy status with a recognized accrediting agency, or an equivalent academic degree from a foreign college or university is required for regular admission to the graduate programs offered by the Institute. Only those foreign students who have attained sufficient mastery of the English language to maximize the probability of the successful completion of their studies at the Institute will be considered.

The Institute seeks to admit students who have demonstrated intellectual ability, academic potential, emotional stability, maturity, integrity, motivation, and ethical standards necessary for successful completion of the program and acceptance into the professional community. It is expected that each applicant will possess a degree of freedom from personal traits which would interfere with effective professional functioning.

Admissions criteria are designed to measure personal attributes as reflected in an applicant's academic preparation and achievement, professional work experience, and personal essay. An interview may be required of finalists for admission. Applicants who fulfill all of the specific admissions requirements of the program are accepted as regularly admitted students.

A diverse student body representing a wide range of professional interests, ethnic and racial backgrounds, varied academic and work histories, and broad geographic exposure is sought for admission to the Institute. Affirming the equality of all people, the Institute offers equal opportunity and access for everyone regardless of race, color, national origin, sex, age, or handicap.



UNDERGRADUATE STUDENT STATUS

Applicants without a baccalaureate degree may be admitted only as an undergraduate non-degree seeking candidates. Persons with at least two years of college or the equivalent may apply for admission and be admitted with undergraduate student status. The Institute offers a limited number of 100 and 200 level courses which may be taken for either undergraduate or graduate credit. Students who do not possess a bachelors degree can receive undergraduate credit and non-degree certification of course work completed.

EARLY ADMISSION

A student nearing completion of the baccalaureate may apply for early admission to a graduate program and be accepted as a regular student contingent upon completion of the undergraduate degree.

CONDITIONAL STUDENT STATUS

An applicant who does not meet all of the requirements for admission may be admitted conditionally. Upon satisfaction of the conditions as stated on the letter of admission, a student may then be considered for regular admission. Failure to meet the stated conditions by the date specified will result in the student not being allowed to register for future terms.

ADMISSION OF TRANSFER STUDENTS

A student applying for admission after attending another accredited institution may be admitted to the Institute with advanced standing. Students who can present acceptable proof that they have taken an equivalent course which is normally offered by the Institute with a grade of "B" or better prior to admission may be granted transfer credit which will apply toward a degree or certificate.

The determination of acceptable transfer credit cannot be done until an individual has been accepted into one of the Institute's programs and has enrolled in course work. Transfer of course work taken more than five years prior to enrollment may not be acceptable and will be evaluated on a course-by-course basis. Students may be required to pass an examination, audit a course, or fulfill other requirements before the course work will be accepted by the Institute.

STUDENT-AT-LARGE STATUS

Any person with appropriate background who is interested in taking a particular course for credit, but not seeking admission to one of the Institute's programs in order to pursue a degree or certificate, may apply as a student-at-large. Although a completed application form, official transcripts, and a brief personal essay are required, the normal application fee is waived. Students-at-large are not eligible for Institute administered financial aid programs.

There is a limit of four courses that can be accumulated as a student-at-large. A person enrolled as a student-at-large must meet usual course prerequisites and all requirements of each course must be taken. Course work completed in this status does not automatically apply to a degree or certificate program. Should admission to an Institute program be sought at a later date, it will be necessary to complete regular admissions procedures and be considered accordingly with other applicants. Persons who plan to pursue a certificate or degree program should apply for regular admission.

AUDITOR STATUS

Enrolled students at the Institute or others who wish to attend a course without earning academic credit may register as auditors. Auditors are not required to apply for admission to the Institute. Because the courses offered at the Institute are primarily designed for students seeking academic credit, auditors may register during the late registration period and will be permitted to attend classes based upon instructor approval and availability of space.

Auditors must adhere to the same rules as all other class members except for examinations and other required assignments. They are expected to be in regular attendance and to assume responsibility for active participation in class. Students who have audited a class may not subsequently have the course count toward degree or certificate requirements. The audit designation "A" will appear on the transcript and it signifies neither credit nor a grade.

POSTGRADUATE STUDENT STATUS

Persons possessing a master's or a doctoral degree in counseling, clinical psychology, social work, medicine, or other related human service fields of study may apply for admission to one of the Master of Arts Programs or for specialized training in a Certificate Program.

FULL OR PART-TIME STATUS

Students may be admitted to a program on a full-time or part-time basis at the beginning of each term. All students are required to carry a minimum of four credit hours each term. To be considered full-time a student must carry a load of 10 or more credit hours each term except summer term. Students carrying 4-9 credit hours each term are considered one-half time. Students who are carrying a full-time load while attending the Institute are encouraged to limit any employment to part-time in order to allow adequate time for classes, practicum activities, studying, and other Institute activities.

APPLICATION PROCEDURES

Applicants to a degree or certificate program must submit a non-refundable application fee, a completed application form, an autobiographical essay of approximately 500 typed words, three letters of recommendation. Students must also arrange for official transcripts to be sent directly from all undergraduate and graduate institutions attended.

The Application for Admission and supporting documents are reviewed for completeness and when completed are forwarded to the Admissions Committee. The Committee then decides which of those applicants who meet the entry requirements will be considered for admission. A personal interview may be required before the Committee makes its final decision. Possession of the minimum requirements for admission to a program does not ensure admission to the Institute. Acceptance into a degree or certificate program neither constitutes nor guarantees admission to another Institute program. Students must apply to each Institute program through regular admissions procedures.

Applicants who are selected for admission will be notified in writing and will be informed of any conditions which must be satisfied prior to or following enrollment in the Institute. A letter of acceptance and an advance tuition deposit must be submitted within four weeks to assure a place in the entering class. Admission will be offered to alternate applicants to replace those students who decide not to accept an offer of admission. An applicant for admission will be refunded the entire tuition deposit if a letter requesting cancellation is delivered to the Institute either in person or by certified mail within three working days after the date of acceptance by the student. Admitted students who choose not to enroll forfeit the deposit. For enrolling students, the entire tuition deposit is credited toward the payment of the first term's tuition and fees.

READMISSION

A student who has been accepted for admission and fails to take a course within one year, must reapply as a new applicant and meet the admissions requirements in force at the time of the new application.

A student who has failed to register for course work for one calendar year or more must file for readmission. Students who do not return to the Institute upon expiration of an approved leave must reapply for admission. Students who voluntarily withdraw from the Institute may reapply at any time.

A student who has been dismissed for ethical or academic reasons, or has been administratively withdrawn, may seek readmission after one calendar year. The decision for readmission will be made jointly by the Admissions Committee and the Dean of Students. A student who has been dismissed may reapply once. Any student who is readmitted will be subject to the admission and other requirements in force at the time of reapplication.

CONFIDENTIALITY OF RECORDS

The Institute complies with the Family Educational Rights and Privacy Act of 1974 in maintaining and releasing personally identifiable information and records for currently enrolled and former students. The Office of the Registrar maintains official student records. A student or former student may inspect these records after making an appointment with the Registrar.

Generally the Institute will release to the public certain directory information pertaining to its students. This information could include some or all of the following data: student's name, address(es), phone listing, program of study, dates of attendance, photograph, post-graduation employer and job title, participation in activities, and recognition of honors received. If any or all of this information should not be released, the student should so inform the Institute in writing by Friday of the first week of classes each term.

The Institute policy is not to give out information over the phone including requests for transcripts or grades. Disclosure of any student's record to persons or agencies who are not associated with the Institute requires written consent of the student.

Academic Policies and Regulations

CLASS MEETINGS

Most courses are conducted in the late afternoon or evening and are scheduled to meet during the 12-week trimester for a total of fifty minutes contact time each week for each credit hour awarded. A two trimester credit hour course must meet for a total of two fifty minute periods each week for the term or an equivalent length of time for weekend or other intensive short-term scheduling.

Some courses are offered on Saturdays and Sundays and during the summer on three or more consecutive days. Classes are scheduled during the daytime if more than one section of a course is offered. Practicum and field experiences may require weekday, evenings, or weekend commitments.

Legal holidays, illness or other absence of the instructor, and Institute closings for bad weather do not subtract from the total number of required class sessions. When the normal class schedule is interrupted, the lost time must be made up. This can be accomplished by extending the hours of class meetings that are not interrupted, or by scheduling alternate dates for class meetings that do not conflict with other classes or Institute activities.

CANCELLATION OF COURSES

The Institute reserves the right to cancel any course due to low student enrollment, unavailability of instructor, or other such factors. When this occurs, the Institute will attempt to notify the students before the first class meeting. Students will be given the option of adding another class or receiving a full refund of their tuition. In this instance there is no charge for the change in courses.



ALFRED ADLER (1870-1937) A Pictorial History

CLASS ATTENDANCE

All students have the responsibility to maintain regular and punctual attendance at each class meeting. A student whose absences seriously affect the quality of work in the class may be administratively withdrawn upon recommendation of the faculty member and review by the Dean of Students.

Consideration may be made in the case of illness, required religious observance, and other instances as seen justifiable to the instructor. Each faculty member will inform students of established attendance policies.

COURSE CHANGES

Students will be permitted to change their course registration prior to the second class session in a regular term course. To add a course, permission from the instructor must be obtained in addition to completing required forms with the Registrar and paying the required Add/Drop Fee. Enrollment in intensive short-term courses is not permitted after the course begins.

GRADING SYSTEM

For most courses offered by the Institute a traditional letter grade is given. A limited number of courses offerings are evaluated on a pass/no pass basis. The Institute grading system is as follows:

- A — Superior performance
- B — Above average performance
- C — Marginal performance
- F — Failure
- I — Incomplete
- W — Withdraw
- P — Passing
- N — Not Passing
- IP — In Progress
- R — Audit/No Credit
- X — Administrative Withdrawal
- M — Grade not available at time of processing

ACADEMIC STANDARDS

All work done by the student in courses, independent study, and practica is evaluated by the instructor and recorded on the permanent transcript. Students are expected to maintain at least a cumulative B (3.0) grade point average to be in good standing, to be proposed for candidacy, or to graduate.

A student with less than a cumulative B average, two grades of C, or N (Not Passing) is not in good standing and will be placed on academic probationary status. Receipt of probationary status will be recorded on the transcript. Students who are on probationary status for more than two consecutive terms while enrolled shall be suspended for academic reasons for one year. A student on academic probation is ineligible for candidacy, practicum, or graduation.

Receipt of an F grade or an accumulation of any combination of three C, or N grades warrants immediate dismissal from the program.

Second examinations to raise final grades or to make up failures are not normally permitted. Once a grade has been recorded on the student data base, additional work cannot be submitted to raise the grade. Change of a grade can be made only as a result of a formal academic grievance proceeding, or as a result of a student petition approved by the faculty member, Dean of Students and President.

A student will be permitted to remediate no more than two grades of C or N by repeating the course and successfully completing the requirements. Only the most recent grade for a course that has been repeated is used in determining the grade point average.

All grades will be sent directly to the student within two weeks following receipt from the instructor. No course grades will be released if a student's account is financially delinquent.

TRANSCRIPTS

Requests for transcripts should be presented to the Registrar's Office in writing at least two weeks in advance of the time needed. Requests will not be honored over the phone. A student must be in good standing and have no outstanding debts before an official transcript will be issued. Transcripts will not be released or sent except upon signed request of the student. An official transcript is one bearing the Institute seal and is sent directly from the Registrar's Office in a sealed envelope. All other transcripts are unofficial.

STUDENT CONDUCT

The Institute expects a high standard of personal and professional conduct from its students, faculty, and staff. Students are expected to fulfill academic and clinical requirements in an ethical and honest manner. This expectation includes the use and proper acknowledgement of the ideas and written work of others, submission of one's own work to fulfill course requirements, and proper behavior during the completion of in-class or take-home examinations.

Students are expected not to engage in clinical activities which are unethical, those for which they are not qualified, or those for which they do not have the required credentials. Students of the Institute are not to maintain a private practice unless they are legally and professionally qualified. Students are expected to comply with the professional and ethical standards established by the American Psychological Association.

A student may be subject to academic probation or be administratively withdrawn from the program or course when excessive class absence or behavior interferes with the completion of the program; when the student has been disruptive or detrimental to the learning environment; when the student's physical or mental health interferes with coursework or clinical training; when the student's conduct has been judged to be in violation of professional or ethical standards; or when the student is engaged in rendering a professional service on either a fee or not-for-fee basis for which he or she is not qualified or does not have appropriate supervision.

DEAN'S LIST

Each term students in a degree or certificate program who have achieved outstanding academic performance will be recognized by the Dean of Students. To be included on the Dean's List a student must be in good standing and have earned an average of 3.7 or higher in a minimum of 10 hours of graded course work for the term.

IN PROGRESS

A grade of IP (In Progress) is given to students who are engaged in practicum, field experiences, independent study, or other such courses where it is not necessarily expected that the work will be completed by the end of the term.

INCOMPLETE

Incomplete grades are discouraged and will only be granted in exceptional situations such as documented illness. An incomplete grade is awarded only with the prior consent of the Instructor and indicates that the student has presented a satisfactory reason for not completing an examination and/or other assignments within the usual time.

The time limit for completion of the uncompleted work is determined by the instructor but cannot exceed one trimester. If the coursework is not successfully completed by the time limit established, the Incomplete will automatically be changed to an N. In this instance the course must be retaken.

PASS/NO PASS OPTION

A grade of P (pass) is assigned upon satisfactory completion of practicum requirements and in a limited number of regular course offerings. A grade of N (not passing) is assigned based upon unsatisfactory performance in practicum or for a course offered on a pass/no pass. Grades of P are not used in calculating the grade point average. N grades are used in calculating grade point averages until the course is satisfactorily repeated and a P grade received. Class schedules indicate courses that may be taken on a pass/no pass basis.

AUDIT

Students who are officially registered as auditors will receive a designation of R on the transcript upon completion of the course which neither signifies credit nor a grade.

CREDIT BY EXAMINATION

Students who believe they have background equivalent to that covered in a required Institute course may challenge that course by oral or written examination or by other means demonstrating the acquisition of relevant knowledge and skills.

CLINICAL EVALUATION

Because the Institute has a major responsibility not only for students but also to the general public and the profession for professional competency, students are not only evaluated for their course work but also for practice.

During the period in which the student is engaged in practicum experiences, the potential as a competent counselor is evaluated by the practicum supervisor(s) and instructors who conduct small group supervision. Each student will be evaluated using the following scale:

- 4-Superior performance
- 3-Satisfactory performance
- 2-Marginal performance
- 1-Deficient performance

A student must have an overall 3.0 average or higher to satisfy the practicum requirement. A student with a 2.0 average or below is subject to dismissal. A 2.1 to 2.9 average may result in suspension, dismissal, remediation, or require registering and repeating the practicum requirement. Only one re-registration will be permitted.

The evaluation of clinical competency will be conducted at the end of each term a student is engaged in practicum. A Superior rating is a demonstration of outstanding knowledge of psychology and its application to the field as a competent professional; a Satisfactory rating shows expected level of knowledge and skills; a Marginal rating is less than satisfactory performance; and a Deficient rating demonstrates substandard knowledge and skills and indicates serious doubt about the ability to become a competent professional.

CLINICAL ACTIVITIES

All Institute students must provide a written statement if they are engaged in counseling or other professional activities so that a determination may be made whether or not the activity is within an area of competence and is provided under adequate professional supervision. Failure to comply may be grounds for dismissal from the Institute. Forms are to be completed by all students at the beginning of each term and are available in the Registrar's Office.

WAIVER

Students who believe that they have a background of relevant course work, clinical experience, training or professional experience equivalent to that required in an Institute program may request a waiver from that requirement and to receive credit accordingly. When appropriate, a waiver is granted for completed course work sponsored by institutions or organizations which are not legally authorized or accredited to award degrees, or other educational credentials such as agencies of the Federal Government, professional associations, other Adlerian training institutes, and other appropriate organizations. Students who have appropriate supervised clinical experience may also apply for waiver of practicum and field requirements.

To be considered for a waiver, students must present for evaluation acceptable official documents including those which describe course work or clinical experience, amount of course or clinical contact time, qualifications of instructor/supervisor, assignments, normal duties performed, examinations completed, and must document satisfactory performance. Students may be required to satisfactorily pass an oral or written examination, complete a term paper, audit a course, submit completed work, and/or provide course syllabi, or other appropriate documentation.

Individuals who are judged to have obtained the equivalent knowledge or skills required of regularly matriculated students, will upon payment of the Institute waiver fee, receive credit which will be posted on the transcript.

CONTINUOUS REGISTRATION

Once enrolled in the Institute, students are expected to remain registered in every term thereafter with the exception of the summer term until completing the program in which they have been admitted. All matriculated students satisfy this requirement by maintaining a active enrollment status, by receipt of an "IP" grade, by requesting a leave of absence, or by registering each term for "Zero Credits" and paying the continuous registration fee.

All students completing practicum or independent study in subsequent terms beyond which that is normally expected, must be in continuous registration. Students who are not making reasonable progress in fulfillment of their practicum requirements or toward completion of their graduate paper will be required to pay the continuous registration fee. A student who fails to remain in continuous registration may be administratively withdrawn and must make application for readmission.

LEAVE OF ABSENCE

A student may apply for a leave of absence due to illness or other extenuating circumstances that prevent continuation in the program. A written letter must be submitted to the Dean of Students explaining the necessity of the requested leave. An approved leave of absence does not extend the time limitation for completing the program. A student who fails to return upon the expiration of an approved leave will have to reapply for admission to the Institute. No leave is granted for more than one calendar year.

STUDENT RESPONSIBILITY

Each student is responsible for knowledge of and adherence to all Institute requirements and regulations. Students are normally governed by the graduation requirements in effect at the time of their initial enrollment, provided that they have no instance of more than two consecutive terms out of school or they have not exceeded the time requirements for the degree or certificate.

Each student is responsible for knowing program requirements and enrolling in appropriate courses. Students are encouraged to familiarize themselves with the contents of this catalog, the Student Handbook, and other Institute policies and procedures, and to seek information and assistance from appropriate staff should they have any questions regarding requirements or regulations.

ADMINISTRATIVE WITHDRAWAL

The Institute reserves the right to suspend, place on probation, or dismiss at any time, a student whose academic performance, ethical standards, class absence, financial delinquency, mental health, or personal conduct is significantly detrimental to the educational goals and purposes of the institution. Administrative withdrawal will be listed on the student's transcript.

All students have a responsibility both to maintain the integrity of the Institute and to meet the highest standards of personal and professional conduct. The Office of the Dean of Students will work with students in potential difficulty to clarify the nature of the problem and to seek appropriate solutions.

STUDENT INITIATED WITHDRAWAL

A student who officially withdraws from a course between the second and ninth week will receive a grade of "W." Withdrawal prior to the second week or prior to the second class of an intensive course is not recorded on the permanent transcript.

A student may not withdraw after the ninth week in a regular term or after the second class session of an intensive course. The course must be completed and the appropriate grade received after the deadline for withdrawal has lapsed. A student who fails to withdraw officially will receive the grade of "N" for the course. Non-attendance of classes does not constitute official withdrawal.

A student who withdraws from all courses must have an exit interview with a designated representative of the Dean of Students' Office. An administrative fee of \$25 will be assessed to students who withdraw from the Institute.

GRIEVANCE PROCEDURE

Students of the Institute are entitled to enjoy and exercise without penalty for such exercise, the rights of citizenship. A formal grievance procedure has been established when problems or complaints cannot be dealt with through normal institutional channels. Only after attempts to resolve problems and complaints through free and open communication have been exhausted, a student may utilize the formal procedure. A grievance must be filed in writing with the Dean of Students.

GRADUATION

Degrees and Certificates are awarded upon successful completion of program requirements and are formally conferred at the annual commencement ceremony in the Fall. Students are responsible for completion of all requirements and payment of all tuition and fees by established Institute deadlines in order to graduate. Most students who complete all requirements for the degree or certificate by the end of the Summer Term will be eligible to participate in the Fall graduation exercises. Students will be notified of the exact date for commencement by the Dean of Students. All students are expected to participate in the commencement exercises.

Graduation With Distinction is awarded to students completing degree requirements with a cumulative GPA of 3.90-4.00 for all graded work completed at the Institute. Students with a GPA of 3.70-3.89 will receive the notation of Honors on their diploma and student record.

Tuition and Financial Aid

FEE SCHEDULE

Tuition and fees listed are those in effect at the time of publication of this catalog and are established by the Board. The Board reserves the right to make changes without advance notice whenever conditions make revisions necessary and to apply such changes to present and new students alike.

The Institute accepts all tuition and fees with the understanding that the student who is paying such tuition and fees agrees to abide by all of the regulations of the Institute, whether printed in this bulletin or not, and to abide by any decisions of the administration or faculty regarding status in the Institute.

Application Fee (non-refundable).....	\$50.00
Tuition per Credit Hour.....	\$150.00
Student Activity Fee (non-refundable per term).....	\$10.00
Library Fee (non-refundable per term).....	\$10.00
Tuition Deposit (non-refundable).....	\$200.00
Professional Liability Fee (during practicum).....	\$15.00
Continuous Registration Fee (per term).....	\$50.00
Late Registration Fee.....	\$25.00
Audit Fee/Credit by Examination Fee (per credit hour).....	\$75.00
Transcript Fee.....	\$3.00
Late Examination Fee.....	\$30.00
Late Payment Fee (per occurrence).....	\$25.00
Returned Check Fee (per return).....	\$15.00
Deferred Tuition Plan (per credit hour).....	\$5.00
Course Waiver Fee (per credit hour).....	\$40.00
Practicum Waiver Fee (per credit hour).....	\$75.00
Withdrawal Administrative Fee.....	\$25.00
Final Oral Examination Fee.....	\$100.00
Diploma or Certificate Fee.....	\$25.00
Add/Drop Fee (per occurrence).....	\$10.00



FINANCIAL RESPONSIBILITY

Students are responsible for all tuition, cost of texts, and fees. Students whose financial accounts are delinquent will not receive grades, nor be permitted to register for additional classes, obtain transcripts, or graduate.

SENIOR CITIZENS

Senior citizens over age 65 pay at one-half the normal rate for tuition and fees.

DEFERRED PAYMENT PLAN

Tuition and fees are due in full prior to each term during the registration period. An alternate deferred payment plan may be used in which 1/3 is due at registration; 1/3 during the first week of the term; and 1/3 by the beginning of the fifth week of the term.

All payments must be made in accordance with the regular or deferred payment plan despite pending loans, funding through employer, or other such considerations. Unpaid student account balances will be subject to a one and one-half percent per month late payment penalty applied to the unpaid balance as of the term's last payment due date. The late payment penalty will be applied on a monthly basis until all amounts due are paid in full.

WITHDRAWAL PROCEDURE

All notices of withdrawal from courses must be directed in writing to the Registrar's Office. If this is not done, the student is not in good standing and is not entitled to the usual amenities. Simply ceasing to attend classes or notifying the instructor does not constitute an appropriate withdrawal of record. The official date of withdrawal is the date written notification is received by the Registrar. No tuition adjustments will be made in cases of unauthorized withdrawal.

An add/drop fee of \$10.00 is charged for withdrawal from each course after the first scheduled meeting. Students who withdraw after the beginning of a term or are dismissed for reasons of discipline or academic conduct, receive refunds on a pro rata basis in accordance with the established refund policy, minus a \$25 administrative fee.

TUITION REFUNDS

A student who has officially withdrawn from a course(s) in accordance with the Institute's policies is entitled to a tuition refund to be paid within 30 days of written notification of withdrawal. Refunds will be based on the total charge incurred, not the amount paid by the student.

REFUND SCHEDULE

The schedule for tuition refunds, excluding the non-refundable tuition deposit, administrative withdrawal fee, and all other fees is determined in accordance with the following:

By the first day of the term.....100%
During the second week of the term.....75%
During the third week of the term.....50%
During the fourth week of the term.....25%
After the fourth week of the term.....0%

For intensive short-term courses refunds will be awarded in accordance with the above schedule by substituting "class session" for "week" and "course" for "term". Those students who receive veteran benefits will follow the regulation under Title 38, Sections 1651 and 1701 of the Veterans Approval Agency.

The president may authorize the refund of part or all tuition and fees because of the student's death or disability, extreme hardship, institutional error, or other unusual circumstances.

GRADUATE ASSISTANTSHIPS

A limited number of assistantships are available to full-time graduate students. A stipend and free tuition for courses are provided. Priority is given to students who exhibit need in financing their education.

VETERAN'S BENEFITS

The educational assistance benefit program is administered by the Institute for eligible veterans, eligible dependents of veterans, and eligible active duty personnel.

STUDENT LOAN PROGRAMS

The Institute is approved by the U. S. Department of Education to participate in the Guaranteed Student Loan program. Low interest loans are available to graduate students who are enrolled on a half-time or more basis. A graduate student may borrow up to \$5,000 per academic level to a maximum of \$25,000 for combined graduate and undergraduate study. Undergraduates may receive up to \$2,500 per academic level to a maximum of \$12,500. Thirty-three credit hours are required to advance from one academic level to another level.

Guaranteed Student Loans are made available through participating banks, savings and loans, and credit unions at low interest with a long-term repayment period. Loan repayment normally begins 6-9 months after a student graduates or leaves the Institute. Students should make direct contact with a participating lending institution in a timely manner to get a loan approved. Students are responsible for all tuition and fees due irrespective of loan arrangements.

Students may also obtain Auxiliary Loans to Assist Students (ALAS) which are also awarded through participating institutions. Unlike the GLS, ALAS loans are not based on financial need. Up to \$3,000 per year may be borrowed annually. Details may be obtained from the participating lender and from the Illinois Guaranteed Loan Program, 102 Wilmot Road, Deerfield, IL 60015.

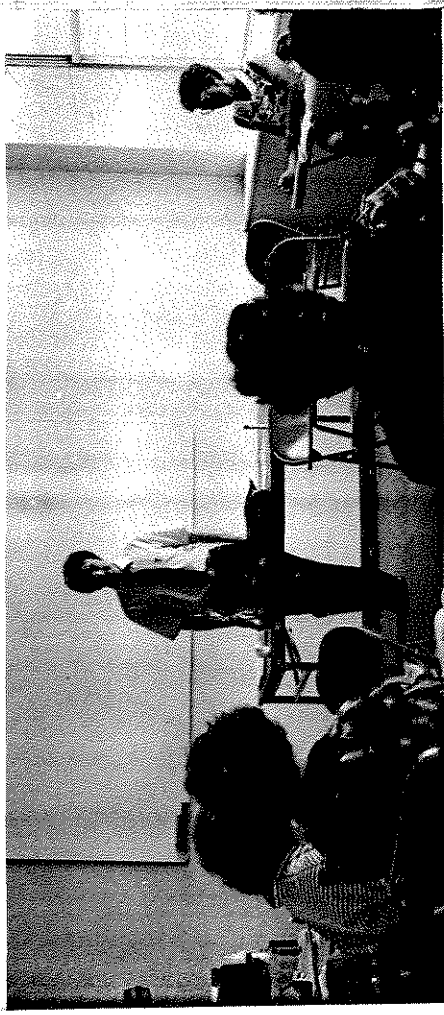
SCHOLARSHIPS

Scholarships are awarded to full-time outstanding applicants based on financial need, academic achievement, and availability of funds. Scholarships usually provide tuition for one course per term and normally require that the student devote full-time to studies.

DEVELOPMENT FUNDS

The Institute, concerned with the rising costs of education, welcomes contributions to support scholarships, assistantships, the library, and other Institute programs and activities. These funds are established through gifts in honor of anniversaries, in memoriam, and by distinguished donors. Contributions and gifts to the Institute are tax deductible to the extent provided by law.

Contributions may be made to the Erwin O. Krausz Memorial Fund, Eleanor Redwin Memorial Fund, Paul Rom Memorial Fund, Bina Rosenberg Memorial Fund, Erich Sachs Memorial Fund, Sadie Dreikurs Art Therapy Fund, Zerline Muhman Metzger Memorial Fund, Phyllis Bottoms Memorial Fund, Derin Mosak Memorial Fund, or other donor initiated gift.



Master of Arts Degree Programs

OVERVIEW

The Institute's Master of Arts degree programs provide students with an opportunity to acquire a sound education in the foundations of psychology including theories, concepts, empirical knowledge, and clinical skills under supervision. Graduates are provided with a firm academic base and clinical skills which enable them to put into practice the theory and techniques they have learned with a major emphasis in Adlerian Psychology. The Institute is committed to the rigorous preparation of students to become competent providers of service as well as ethical contributing members of the professional community.

Students may be admitted to one of three degree programs: M. A. in Counseling Psychology; M. A. in Substance Abuse Counseling; or M. A. in Family and Marital Counseling. These professionally oriented programs are intended to prepare counselors for service in public and private settings such as community mental health centers, hospitals, correctional institutions, youth agencies, schools, family counseling centers, business, industry, and other organizations where knowledge and skills can be applied to the prevention and amelioration of human problems.

The Master of Arts programs are designed for students who desire a professional training program at the graduate level; for persons already in the human service field who want additional education and training; for teachers, clergy, training and personnel officers; and for others who are interested in the field of psychology. Students are provided with not only a firm academic base but also with clinical training experiences under close supervision which enable them to put into actual practice the knowledge and techniques they have learned in theoretical and applied courses. The M. A. degree also provides a foundation for students who later decide to pursue a doctoral degree.



LICENSURE/REGISTRATION

The intent of the master's level programs should not be interpreted as preparation for registration as a psychologist in the State of Illinois or in other states. Because requirements vary from state-to-state, the Institute assumes no responsibility in this regard. Students are expected to ascertain a particular state's requirements prior to entering the Institute. The Institute discourages persons at this level of education to engage in unsupervised private practice.

Awarding of the M. A. Degree by the Institute is a statement that the graduate has successfully completed the degree requirements and has demonstrated the knowledge and clinical competency for providing counseling and related services at the level for which the program is intended.

M. A. ADMISSION REQUIREMENTS

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

Applicants should have the equivalent of twelve semester credit hours in psychology or a related field with a grade of 'B' or better. Recommended courses include general psychology, personality theory, developmental psychology, statistics, abnormal psychology, and tests and measurements.

A student who does not meet all of the admission requirements at the time of application may be admitted as a special student contingent upon satisfaction of any deficiencies which may be completed prior to initial enrollment or concurrently with the Master's Program. The Institute believes that highly motivated students who may not meet all of the entrance requirements should have an opportunity to pursue graduate study and demonstrate the ability to complete the necessary work.

All students admitted to the M. A. program must complete at least one course in residency within one year of admission. All course requirements for the degree must be completed within five years from the date of admission.

FULL-TIME OR PART-TIME STATUS

Students may be admitted to a Master of Arts degree program on a full-time or part-time basis. Applications are considered on a continuous basis and accepted students can enter during any term. All students must take at least four credit hours each regular term to remain in the program.

TRANSFER OF CREDIT

A maximum of twelve credit hours of graduate courses from other accredited institutions is allowed toward fulfillment of the required or elective courses for the M. A. Degree. A grade of 'B' or better must have been achieved for a course to be accepted for transfer of credit. Transfer of course work taken more than five years prior to admission may not be acceptable and will be evaluated on a course-by-course basis.

PRACTICUM & FAMILY EDUCATION EXPERIENCES

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

CANDIDACY

Students must apply for and be granted candidacy status before they may formally begin their practicum. Admission to candidacy is reviewed after a student has completed all core courses with at least a 'B' grade point average. Application for candidacy is made to the Dean of Students.

In addition to satisfying the academic requirements the student must, in the judgment of the Student Evaluation Committee, possess a degree of freedom from personal traits which would interfere with the potential to develop those skills and competencies which are required for effective professional counseling. Admission to candidacy requires approval by the Student Evaluation Committee.

DIDACTIC THERAPEUTIC EXPERIENCE

It is required that each student in the master's program have an individual therapeutic experience which will give a firsthand opportunity to view the process of therapy as a client in a professional setting. Through exposure to the therapeutic process, students are able to work directly with a professional role model. The individual therapeutic experience provides an opportunity to identify, explore and modify attitudes or behaviors which might interfere with the ability to function as a competent counselor.

Determination of the length and cost of the therapy is done in accordance with established Institute policy. The didactic therapeutic experience is carried out privately by the therapist in consultation with the student. All of the costs of the therapeutic experience are borne by the student. The selection of a therapist is made by the student from an approved list maintained by the Dean of Students.

GRADUATE PAPER OPTION

Students may elect either a graduate paper or a non-graduate paper option in partial fulfillment of the Master of Arts degree requirements. Students who elect to complete a Graduate Paper will enroll in Independent Study for a total of four credit hours. The Graduate Paper is a student-directed study done in consultation with a faculty member in any theoretical, methodological, or applied area relevant to the curriculum. The study ordinarily culminates in the completion of a scholarly paper of publishable journal quality. The paper must be done in accordance with Institute guidelines and those established by the American Psychological Association Publications Manual.

Students who elect the non-paper option will be required to satisfactorily complete Course 498, Research Seminar, and a two credit hour elective course. The Research Seminar serves to integrate the program of study and clinical interest with an extensive amount of literature review and the submission of an in-depth study of a psychological issue or problem of significance in an area of interest to the student. Both the Graduate Paper or the non-paper option involve intensive scholarly work by the student.

FINAL ORAL EXAMINATION

The final oral examination is taken after a student has completed all course work, the graduate paper, and practicum requirements for the M. A. program and has satisfied payment for the oral examination. The oral examination covers the core courses and the clinical knowledge and skill competency which the student has acquired.

The one-hour oral examination is conducted on a pass/fail system by two members of the faculty as approved by the Dean of Students. Only two attempts at passing this examination are permitted. The final oral should be completed in ample time before the anticipated date of graduation to meet established Institute deadlines.

GRADUATION REQUIREMENTS

To be considered for review by the Faculty and recommendation to the Board of Trustees for the conferral of the Master of Arts Degree, a student must satisfactorily complete all of the following within five years from the date of admission:

1. All program requirements with at least a 3.0 GPA
2. Practicum and Family Education Experiences
3. Graduate Paper or Non-Graduate Paper Option
4. Oral Examination

M. A. IN COUNSELING PSYCHOLOGY

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

Core Course Requirements		28 cr
101	An Introduction to Adlerian Psychology I	2 cr
102	An Introduction to Adlerian Psychology II	2 cr
105	Advanced Abnormal Psychology	2 cr
111	Psychometric Methods	2 cr
115	Theories of Personality	2 cr
301	Psychodynamics of Psychopathology I	2 cr
302	Psychodynamics of Psychopathology II	2 cr
311	Clinical Assessment	2 cr
313	Interviewing Techniques	2 cr
315	Introduction to Life Style Diagnosis	2 cr
321	Comparative Theories of Psychotherapy	2 cr
322	Psychotherapy I	2 cr
336	Professional Development: An Experiential Course	2 cr
501	Introduction to Professional Issues	2 cr
Additional Course Requirements		8 cr
471	Continuing Case Seminar I	2 cr
472	Continuing Case Seminar II	2 cr
498	Research Seminar (2) & Elective (2)	2 cr
or		
499	Independent Study (Graduate Paper)	4 cr
Clinical Requirements		5 cr
502	Small Group Supervision I	1 cr
503	Small Group Supervision II	1 cr
504	Small Group Supervision III	1 cr
506	Practicum	2 cr
507	Family Education Field Experience	0 cr
Electives		10 cr
Total		51 cr

SUGGESTED COURSE SEQUENCE IN COUNSELING PSYCHOLOGY

FIRST YEAR		
FALL TERM		
101	Introduction to Adlerian Psychology I	2 cr
102	Introduction to Adlerian Psychology II	2 cr
105	Advanced Abnormal Psychology	2 cr
111	Psychometrics	2 cr
336	Professional Development: An Experiential Course	2 cr
501	Introduction to Professional Issues	2 cr
	Elective	2 cr
	Total Fall	14 cr
WINTER TERM		
301	Psychodynamics of Psychopathology I	2 cr
302	Psychodynamics of Psychopathology II	2 cr
311	Clinical Assessment	2 cr
115	Theories of Personality	2 cr
313	Interviewing Techniques	2 cr
471	Continuing Case Seminar	2 cr
507	Family Education Field Experience	0 cr
	Elective	2 cr
	Total Winter	14 cr
SPRING TERM		
315	Introduction to Life Style Diagnosis	2 cr
321	Comparative Theories of Psychotherapy	2 cr
499	Independent Study (4)	
	or	
498	Research Seminar (2) & Elective (2)	4 cr
507	Family Education Field Experience	0 cr
	Elective	6 cr
	Total Spring	14 cr
SUMMER TERM		
322	Psychotherapy I	2 cr
	Total Summer	2 cr
SECOND YEAR		
FALL/WINTER TERMS		
472	Continuing Case Seminar	2 cr
502	Small Group Supervision I	1 cr
503	Small Group Supervision II	1 cr
504	Small Group Supervision III	1 cr
506	Practicum	2 cr
507	Family Education Field Experience	0 cr
	Total Fall/Winter	7 cr

M. A. IN FAMILY & MARITAL COUNSELING

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

	28 cr
Core Course Requirements	
101 An Introduction to Adlerian Psychology I	2 cr
102 An Introduction to Adlerian Psychology II	2 cr
105 Advanced Abnormal Psychology	2 cr
111 Psychometric Methods	2 cr
115 Theories of Personality	2 cr
301 Psychodynamics of Psychopathology I	2 cr
302 Psychodynamics of Psychopathology II	2 cr
311 Clinical Assessment	2 cr
313 Interviewing Techniques	2 cr
315 Introduction to Life Style Diagnosis	2 cr
321 Comparative Theories of Psychotherapy	2 cr
322 Psychotherapy I	2 cr
336 Professional Development: An Experiential Course	2 cr
501 Introduction to Professional Issues	2 cr
Additional Course Requirements	
471 Continuing Case Seminar	2 cr
472 Continuing Case Seminar	2 cr
498 Research Seminar (2) & Elective (2)	2 cr
or	
499 Independent Study (Graduate Paper)	4 cr
502 Small Group Supervision I	1 cr
503 Small Group Supervision II	1 cr
504 Small Group Supervision III	1 cr
506 Practicum: Family & Marital Counseling	2 cr
507 Family Education Field Experience	0 cr
331 Group Psychotherapy and Counseling	2 cr
341 Family Counseling	2 cr
343 Counseling Children and Adults	2 cr
344 Marriage Counseling	2 cr
647 Advanced Family and Marital Counseling	2 cr
Total	51 cr

SUGGESTED COURSE SEQUENCE IN FAMILY & MARITAL COUNSELING

	FIRST YEAR	
FALL TERM		
101 Introduction to Adlerian Psychology I	2 cr	
102 Introduction to Adlerian Psychology II	2 cr	
105 Advanced Abnormal Psychology	2 cr	
111 Psychometrics	2 cr	
336 Professional Development: An Experiential Course	2 cr	
341 Family Counseling	2 cr	
501 Introduction to Professional Issues	2 cr	
Total Fall	14 cr	
WINTER TERM		
301 Psychodynamics of Psychopathology I	2 cr	
302 Psychodynamics of Psychopathology II	2 cr	
311 Clinical Assessment	2 cr	
115 Theories of Personality	2 cr	
313 Interviewing Techniques	2 cr	
344 Marital Counseling	2 cr	
471 Continuing Case Seminar	2 cr	
507 Family Education Field Experience	0 cr	
Total Winter	14 cr	
SPRING TERM		
315 Introduction to Life Style Diagnosis	2 cr	
321 Comparative Theories of Psychotherapy	2 cr	
331 Group Psychotherapy and Counseling	2 cr	
343 Counseling Children and Adolescents	2 cr	
498 Research Seminar (2) & Elective (2)	2 cr	
or		
499 Independent Study (Graduate Paper)	4 cr	
507 Family Education Field Experience	0 cr	
647 Advanced Family & Marital Counseling	2 cr	
Total Spring	14 cr	
SUMMER TERM		
322 Psychotherapy I	2 cr	
Total Summer	2 cr	
SECOND YEAR		
FALL/WINTER TERMS		
472 Continuing Case Seminar	2 cr	
502 Small Group Supervision I	1 cr	
503 Small Group Supervision II	1 cr	
504 Small Group Supervision III	1 cr	
506 Practicum	2 cr	
507 Family Education Field Experience	0 cr	
Total Fall/Winter	7 cr	

SUGGESTED COURSE SEQUENCE IN SUBSTANCE ABUSE COUNSELING

FIRST YEAR

FALL TERM		
101 Introduction to Adlerian Psychology I	2 cr	
102 Introduction to Adlerian Psychology II	2 cr	
105 Advanced Abnormal Psychology	2 cr	
111 Psychometrics	2 cr	
201 Introduction to Substance Abuse	4 cr	
501 Introduction to Professional Issues	2 cr	
		Total Fall 14 cr

WINTER TERM

301 Psychodynamics of Psychopathology I	2 cr	
302 Psychodynamics of Psychopathology II	2 cr	
311 Clinical Assessment	2 cr	
115 Theories of Personality	2 cr	
313 Interviewing Techniques	2 cr	
202 Social & Clinical Aspects of Substance Abuse	4 cr	
507 Family Education Field Experience	0 cr	
		Total Winter 14 cr

SPRING TERM

321 Comparative Theories of Psychotherapy	2 cr	
315 Introduction to Life Style Diagnosis	2 cr	
336 Professional Development: An Experiential Course	2 cr	
203 Theories & Techniques of Substance Abuse I	4 cr	
498 Research Seminar (2) & Elective (2)		
499 Independent Study/Graduate Paper	4 cr	
507 Family Education Field Experience	0 cr	
		Total Spring 14 cr

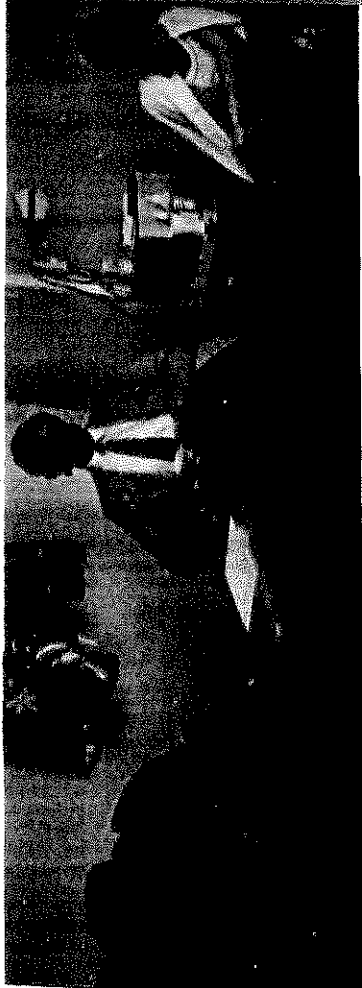
SUMMER TERM

204 Theories & Techniques of Substance Abuse II	4 cr	
205 Practicum: Substance Abuse Counseling	2 cr	
322 Psychotherapy I	2 cr	
471 Continuing Case Seminar	2 cr	
		Total Summer 10 cr

in preparation of the program, the Institute has been able to provide students with a variety of field experiences. Students in this program not only receive specialized training in substance abuse but also extensive knowledge and skill development in counseling. The 52 credit hour program includes a broad foundation in psychological theory, skill training, and supervised clinical experience with a major concentration in substance abuse counseling.

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

	28 cr	
Core Course Requirements		
101 An Introduction to Adlerian Psychology I	2 cr	
102 An Introduction to Adlerian Psychology II	2 cr	
105 Advanced Abnormal Psychology	2 cr	
111 Psychometric Methods	2 cr	
115 Theories of Personality	2 cr	
301 Psychodynamics of Psychopathology I	2 cr	
302 Psychodynamics of Psychopathology II	2 cr	
311 Clinical Assessment	2 cr	
313 Interviewing Techniques	2 cr	
315 Introduction to Life Style Diagnosis	2 cr	
321 Comparative Theories of Psychotherapy	2 cr	
322 Psychotherapy I	2 cr	
336 Professional Development: An Experiential Course	2 cr	
501 Introduction to Professional Issues	2 cr	
	24 cr	
Additional Course Requirements		
471 Continuing Case Seminar	2 cr	
498 Research Seminar (2) & Elective (2)		
499 Independent Study (Graduate Paper)	4 cr	
201 Introduction to Substance Abuse	4 cr	
202 Social and Clinical Aspects of Substance Abuse	4 cr	
203 Theories & Techniques of Substance Abuse I	4 cr	
204 Theories & Techniques of Substance Abuse II	4 cr	
205 Practicum: Substance Abuse Counseling	2 cr	
507 Family Education Field Experience	0 cr	
		Total 52 cr



Certificate Programs

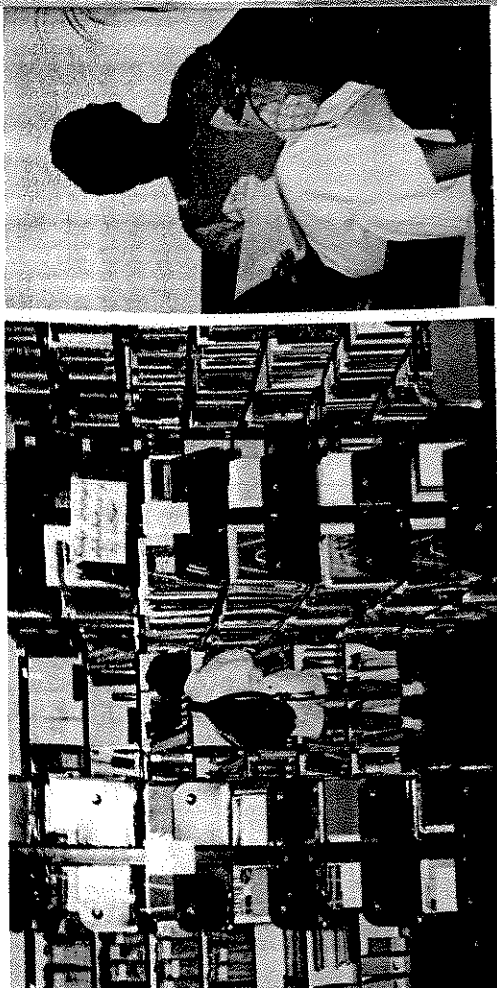
CERTIFICATE IN COUNSELING

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

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

Applicants to the Certificate in Counseling program should have the equivalent of a master's degree in psychology or a related field with a "B" or better grade point average.

An applicant who does not meet all of the admission requirements at the time of application may be admitted as a special student contingent upon satisfaction of any deficiencies which may be completed prior to initial enrollment or concurrently with their program of study. The Institute believes that highly motivated students who may not meet all of the entrance requirements should have an opportunity to pursue a specialized program of study and demonstrate the ability to complete the necessary work.



FINAL ORAL EXAMINATION

The final oral examination is taken after a student has completed all course work and practicum requirements for the Certificate and satisfied payment for the oral. The oral covers the coursework taken and the clinical knowledge and skill competency which the student has acquired. The one-hour oral examination is conducted on a pass/fail system by two members of the faculty as approved by the Dean of Students. Only two attempts at passing this examination are permitted. The final oral should be completed just prior to anticipated date of graduation.

CERTIFICATE IN COUNSELING REQUIREMENTS

FIRST YEAR

FALL TERM
 101 Introduction to Adlerian Psychology I 2 cr
 102 Introduction to Adlerian Psychology II 2 cr
 Family Education Field Experience 0 cr

WINTER TERM

301 Psychodynamics of Psychopathology I 2 cr
 302 Psychodynamics of Psychopathology II 2 cr
 Family Education Field Experience 0 cr

SPRING TERM

303 Psychodynamics of Psychopathology III 2 cr
 315 Introduction to Life Style Diagnosis 2 cr
 Family Education Field Experience 0 cr

SUMMER TERM

322 Psychotherapy I 2 cr
 471 Continuing Case Seminar 2 cr
Year One Total 16 cr

SECOND YEAR

FALL TERM
 Electives 2 cr
 506 Practicum 2 cr
 502 Small Group Supervision 1 cr

WINTER TERM

503 Small Group Supervision 1 cr
 Electives 4 cr

SPRING TERM

504 Small Group Supervision 1 cr
 Electives 5 cr
Year Two Total 16 cr

CERTIFICATE IN SUBSTANCE ABUSE COUNSELING

This one year part-time certificate program in Substance Abuse is designed to provide specialized training to enter this developing professional career field. Students in this program receive specialized training in substance abuse for entry-level positions. This program serves two primary groups of students: (1) those individuals who have not obtained a baccalaureate and (2) those individuals who have obtained a baccalaureate or more advanced degree and are interested in the specialized training.

Applicants who do not possess a baccalaureate degree may apply for admission to the program and receive undergraduate credit for work successfully completed. Enrollment into the first term of this program is open to all persons who have at least a high school diploma or the equivalent. The Institute believes that motivated students should be given an opportunity to pursue this specialized training.

Students who have an earned baccalaureate or more advanced degree may be admitted to the program and earn graduate credit. Graduates of the certificate program may seek admission to a master's level program and if accepted apply credit for the substance abuse courses in partial fulfillment of the degree requirements.

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

CERTIFICATE PROGRAM IN SUBSTANCE ABUSE COURSE REQUIREMENTS

201 Introduction to Substance Abuse 4 cr
 202 Social & Clinical Aspects of Substance Abuse 4 cr
 203 Theories & Techniques of Substance Abuse Counseling 4 cr
 204 Theories & Techniques of Substance Abuse Counseling 4 cr
 205 Practicum: Substance Abuse Counseling 2 cr

Total 18 cr

Course Descriptions

OVERVIEW

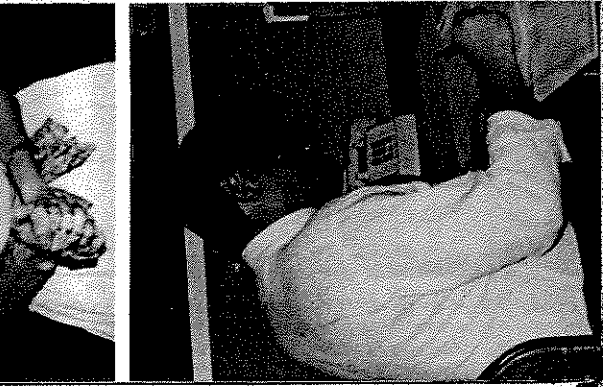
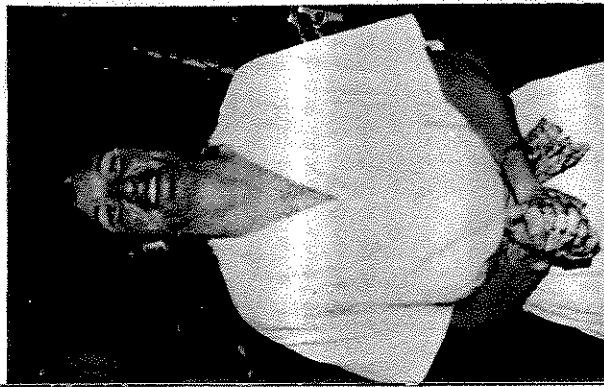
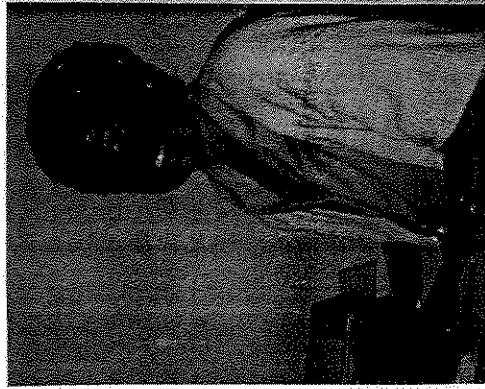
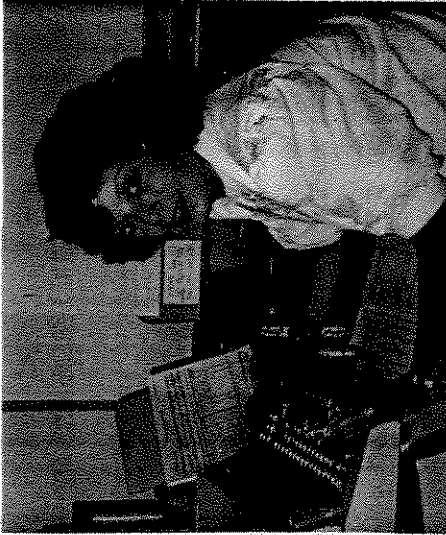
A description of the courses normally offered by the Institute appear on the following pages. Courses numbered 100-299 are the more basic courses serving the needs of beginning graduate students. These courses may also be taken by upper division undergraduate students for undergraduate credit. All courses are listed with the trimester credit which is awarded upon successful completion.

Courses numbered 300-699 are normally taken as part of the required courses or may be utilized as electives. In order to provide a wide variety of topics of interest to students the Institute does from time-to-time develop special courses varying from 1-3 credit hours. These courses are usually designated with a 400 number.

COURSES

101-102 An Introduction to Adlerian Psychology I and II

A graduate-level presentation of the theoretical principles of Individual Psychology as a basis for understanding the learning and perceptual influences upon the development of personality and the creation of an individual's lifestyle in reference to the family constellation. Includes hereditary, environmental, physical, social, and cultural aspects of human development. This two part course sequence explores purposiveness of behavior, the totality of the person (holism), creativity, and self-determination. Topics include interrelationships between the individual and society, the logic of social living, the principle of equality, and the basic requirements for cooperation as they apply to the solution of the life tasks including vocation, inter-personal relationships, love/sex, dealing with oneself, and exploring the meaning of existence. (2 credit hours each)



105 Advanced Abnormal Psychology

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

111 Psychometrics

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

115 Theories of Personality

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

131 Group Leadership Training

Development of group leadership skills in a variety of settings such as encounter groups, parent study groups, and children groups. Students are encouraged to explore and develop personal styles of group leadership through practice in leading and participating in an on-going group under supervision. (2 credit hours)

201 Introduction To Substance Abuse

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

202 Clinical Aspects of Substance Abuse

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

203 Theories and Techniques of Substance Abuse Counseling I

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

204 Theories and Techniques of Substance Abuse Counseling II

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

205 Practicum in Substance Abuse Counseling

Prerequisites: Concurrent with 204. Each student will be involved in an approved field placement experience to integrate and apply knowledge and skills in a clinical setting. Students are required to spend 12 weeks with an average of 10-12 hours per week in the supervised field experience. Training sites are arranged by the student in consultation with the Institute and are located throughout the metropolitan area. (2 credit hours)

206 Substance Abuse Small Group Supervision

Prerequisites: 204. Students may engage in monthly seminar groups after completion of the minimum field placement for the program. Normally most states require additional hours of supervised professional experience before becoming certified in the field. The continuing practicum seminars will provide those students with an opportunity to receive additional supervision and professional skill development. (1 credit hour each)

301-302 Psychodynamics of Psychopathology I and II

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

303 Psychodynamics of Psychopathology III

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

311 Clinical Assessment

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

313 Interviewing Techniques

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

315 Introduction To Life Style Diagnosis

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

316 Dream Interpretation

Prerequisites: 311, 313 & 315. The focus of this course is on dream interpretation. Students may present their own dreams in a group setting. Techniques taught to the class for working with dreams will focus on Adlerian approaches to dream interpretation with reference to other dream theory and clinical techniques such as Freudian, Jungian, and Gestalt. (2 credit hours)

321 Comparative Theories of Psychotherapy and Counseling

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

322 Psychotherapy I: Adlerian Approaches To Intervention

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

331-332 Group Psychotherapy and Counseling I and II

Prerequisites: 101, 102. Examination of the theory, methods, and applications of group psychotherapy and counseling are discussed and demonstrated, using the class itself as a psychotherapeutic group. In Course 322 the development of competency in group methods is enhanced through didactic presentation, role playing, and participation in an on-going group. (2 credit hours)

335 Psychodrama

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

336 Professional Development: An Experiential Course

This course is conducted as an experiential class providing students an opportunity to increase 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. As members of a group, students are expected to participate with openness and candor. (2 credit hours)

341 Family Counseling

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

343 Counseling Children and Adolescents

A practical course focusing on the application of Adlerian principles for understanding and dealing with corrective measures for the improvement of maladaptive behavior of children and adolescents. Areas presented include reluctance to assume responsibilities, academic and social inadequacies, defiance of order, and other forms of norm-violating behavior. Designed to assist counselors, teachers, school principals and others working with these age groups. (2 credit hours)

344 Marriage Counseling

Application of counseling theory and techniques to the understanding and resolution of premarital and marital issues and problems. Through lecture and case presentation students are introduced to a variety of psychotherapeutic procedures and intervention strategies. (2 credit hours)

347 The Use of Art in Counseling

Provides experiences in the uses of art which are applicable to therapy and counseling. Includes an introduction to group approaches to art therapy through demonstration and active participation of the class in the therapeutic process. Designed especially for counselors, occupational and art therapists, and teachers. (2 credit hours)

351 Adlerian Approaches to Classroom Management

Provides the teacher/counselor with practical skills in understanding and dealing the day-to-day classroom management the dynamics of interpersonal relations in everyday school interactions. The course focuses on the application of Adlerian principles to recognize and deal more effectively with the verbal and non-verbal, rational and irrational communications of children, and the hidden agendas underlying classroom behavior. (2 credit hours)

471-472 Continuing Case Seminar I and II

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

498 Research Seminar

This course serves to integrate the program of study and clinical interests with an in-depth study of a psychological issue or problem of significance in an area of special interest to the student. Students will be expected to do an extensive review of literature and research from the field, prepare written summaries, make oral presentations, and to prepare a major paper. (2 credit hours)

499 Independent Study

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

501 Introduction to Professional Issues

An examination of the legal, ethical, and professional issues in the delivery of mental health services. Topics include ethical standards, privacy, confidentiality, credentialing, mental health code and legislation, certification and licensure, professional organizations, and insurance in various settings such as hospitals, clinics, schools, business and industry, government and community. (2 credit hours)

502-504 Small Group Supervision

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

647 Advanced Family and Marital Counseling

Prerequisite: 341 and 344. An advanced course on the application of Adlerian intervention techniques to family and marital dysfunctions and disturbed family and couple relationships. Use of student's own family life experiences, student case materials, and first-hand experience of the instructor will be examined. (2 credit hours)

650 Consultation

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

506 Practicum

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

507 Family Education Experience

Each student must attend at least ten public family counseling demonstrations conducted by the Institute's Family Education Activities Division or other approved organization. Students will be expected to participate as observers, playroom supervisor, session recorder, or assist in some other manner. In addition, students are required to attend eight to ten parent discussion or parent study group sessions as a participant, co-leader, or leader. Students must arrange these experiences with the Director of the Family Education Division and submit appropriate written documentation when the requirements have been completed. (0 credit hours)

615 Psychotherapy II: Advanced Intervention & Life Style Diagnosis

Prerequisite: 315 & 322. This course builds upon the professional application of psychotherapy and life style techniques which were introduced in the prerequisite classes. The focus will be on the interpretation of life styles as a diagnostic tool in the application of advanced Adlerian approaches to psychological intervention. (2 credit hours)

635 Health Psychology

This course will focus on major medically related disorders. Topics include pain syndromes, anxiety reactions, eating disorders, sexual dysfunction, cancer, stroke, Alzheimer's disease, Parkinson's disease and psychosomatic conditions. (3 credit hours)

636 Socio-Cultural Psychology

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

Administration and Faculty

Randall Thompson, President
B.Ed., M.S., Pittsburg State University; M.Ed., Ed.D., University of Illinois; M.B.A., Keller Graduate School of Management

Seymour Schneider, Dean of Faculty; Core Faculty
B.Sc., McGill University; M.A., University of Dayton; Ed.D., West Virginia University

Howard Pollack, Dean of Students; Core Faculty
B.A., University of Illinois; M.S.W., University of Illinois

Robert Kearney, Director of Substance Abuse Program; Core Faculty
B.A., Northwestern University; M.A., Roosevelt University; Ph.D., Illinois Institute of Technology

Bryna Gamson, Director of Program & Financial Development
B.A., M.A.T., Northwestern University

Janet Balanoff, Director of Admissions
B.A., Queens College City University of New York; M.A., Alfred Adler Institute

Peter Herberg, Business Manager
B.A., Northwestern University; M.B.A., Keller Graduate School of Management

Ingrid Reitz, Registrar
B.A., Wartburg College

Miriam Tabachnik, Librarian
B.A., University of Illinois; M.A. L.S., Rosary College; M.A., Alfred Adler Institute

Dawn Marie, Field Placement Coordinator
B.S.W., George Williams College; M.A., University of Chicago



Thomas Murphy, Core Faculty
 B.A., Saint Mary of the Lakes Seminary; M.Ed., M.A., Ph.D., Loyola University

Ronald Pancer, Adjunct Faculty
 B.A. & M.D., Northwestern University

Sherwood Perman, Core Faculty
 B.A., Roosevelt University; M.A., Governors State University

Dorothy Peven, Core Faculty
 B.A., Roosevelt University; M.S.W., University of Illinois

Robert Powers, Core Faculty
 B.A., Capital University; M. Div., Yale University; M.A., University of Chicago

Norman Silverman, Core Faculty
 B.A., George Williams College; M.A. & Ph.D., Loyola University

Bernard Shulman, Core Faculty
 A.B., Johns Hopkins University; M.D., Chicago Medical School; Diplomate in Psychiatry, American Board of Psychiatry and Neurology

Leonard Sperry, Adjunct Faculty
 A.B., St. Mary's College; Ph.D., Northwestern University; M.D., CETEC University; Diplomate in Psychology, American Board of Professional Psychology

Dene Stamas, Core Faculty
 B.A., Northeastern Illinois University; M.A., Governors State University

Adaline Starr, Core Faculty
 B.F.A., Woodrow School of Speech

Don Verger, Adjunct Faculty
 B.S., University of Illinois; M.Ed., Ed.D., University of Oregon

Francis Walton, Adjunct Faculty
 B.S., John Carroll University; M.Ed., College of William & Mary; Ph.D., University of South Carolina

Robert Cross, Core Faculty
 B.A., Lake Forest College; M.S.W., Florida State University; Ph.D., Florida Institute of Technology

Donald Dinkmeyer, Adjunct Faculty
 B.S., University of Nebraska; M.A., Northwestern University; Ph.D., Michigan State University

Sadie Drefkors, Core Faculty
 M.A., honoris causa, Alfred Adler Institute; L.L.D., honoris causa, Bowie State College

Eva Ferguson, Core Faculty
 B.A., University of Illinois; M.A., Melbourne University; Ph.D., Northwestern University

Leo Gold, Adjunct Faculty
 B.A., M.A. & Ph.D., New York University

Bernice Grunwald, Core Faculty
 B.Ed., Pestalozzi Froebel Teachers College; M.Ed., Roosevelt University

Michael Hartings, Adjunct Faculty
 A.B., Xavier University; M.S., Ph.D., Northwestern University; Diplomate in Clinical Psychology, American Board of Professional Psychology

Howard Klapman, Adjunct Faculty
 A.B., M.D., University of Illinois; M.S., University of Michigan

Otto Kroh, Adjunct Faculty
 B.A., M.S. & Ph.D., Illinois Institute of Technology

Leo Lobl, Core Faculty
 B.A., Queens College; M.S., University of Pittsburgh

Cameron Meredith, Adjunct Faculty
 A.B., M.A., Ph.D., University of Michigan

Harold Mosak, Core Faculty
 A.B., Ph.D., University of Chicago; Diplomate in Clinical Psychology, American Board of Professional Psychology

Gerald Mozdzierz, Core Faculty
 B.S., Ph.D., Loyola University; Diplomate in Clinical Psychology, American Board of Professional Psychology

Calendar

FALL TRIMESTER 1986

Trimester begins.....September 15
 Rosh Hashanah observed.....October 4
 Yom Kippur observed.....October 13
 Winter trimester registration.....November 17-21
 Thanksgiving Holiday.....November 25-30
 Final examinations.....December 8-14
 Holiday break.....Dec. 15-Jan. 4

WINTER TRIMESTER 1987

Trimester begins.....January 5
 Founder's Day Celebration.....February 8
 Spring trimester registration.....February 9-13
 Final examinations.....March 23-29

SPRING TRIMESTER 1987

Trimester begins.....March 30
 Spring break.....April 14-19
 Summer registration.....May 18-22
 Memorial Day Holiday.....May 25
 Final examinations.....June 22-28

SUMMER TERM 1987

Term begins.....July 6
 Fall registration.....August 3-7
 Summer term ends.....August 28

FALL TRIMESTER 1987

Trimester begins.....September 14
 Rosh Hashanah observed.....September 24
 Yom Kippur observed.....October 3
 Winter trimester registration.....November 2-6
 Thanksgiving Holiday.....November 23-29
 Final examinations.....December 7-13
 Holiday break.....Dec. 14-Jan.3

WINTER TRIMESTER 1988

Trimester begins.....January 4
 Spring trimester registration.....February 22-26
 Final examinations.....March 21-27

SPRING TRIMESTER 1988

Trimester begins.....April 4
 Summer registration.....May 23-27
 Memorial Day Holiday.....May 30
 Final examinations.....June 21-27

SUMMER TERM 1988

Term begins.....July 5
 Fall trimester registration.....August 8-12
 Summer term ends.....August 31