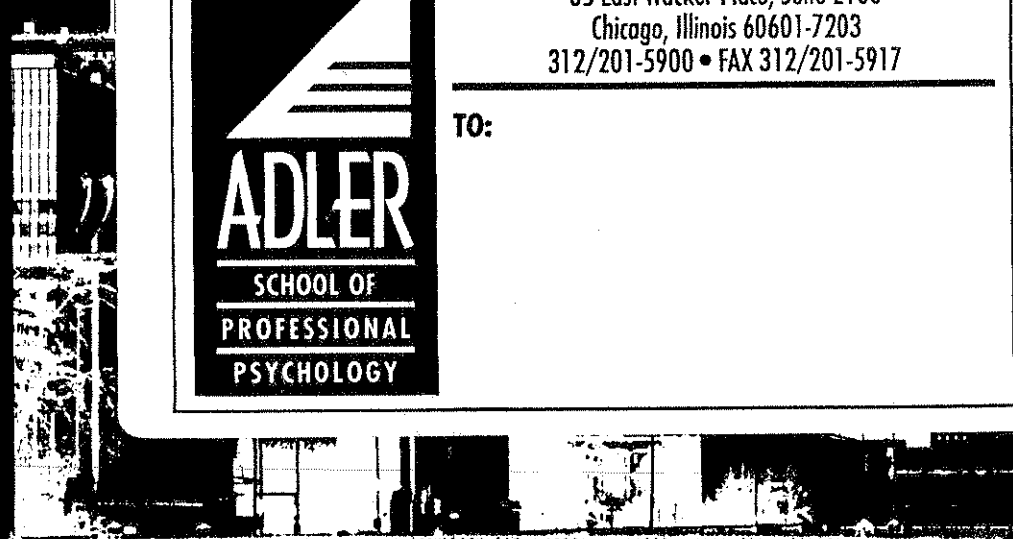


CATALOG 1992-1994

<p>ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY</p>	<p>ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY 65 East Wacker Place, Suite 2100 Chicago, Illinois 60601-7203 312/201-5900 • FAX 312/201-5917</p>
<p>TO:</p>	



FALL TRIMESTER 1992

Trimester Begins
September 23
Rosh Hashana Observed
September 28
Yom Kippur Observed
October 7
Winter Registration
October 19-23
Thanksgiving Holiday
November 26-29
Trimester Ends
December 17

WINTER TRIMESTER 1993

Trimester Begins
January 4
Martin Luther King, Jr. Day Observed
January 18
Founder's Day Celebration
February 5
Spring Registration
February 8-12
Trimester Ends
March 21

SPRING TRIMESTER 1993

Trimester begins
March 26
Easter Observed
April 11
Summer Registration
May 3-7
Memorial Day Observed
May 29-31
Trimester Ends
June 14

SUMMER TERM 1993

Term begins
June 22
Independence Day Observed
July 3-4
Fall Registration
July 19-23
Term Ends
August 29

FALL TRIMESTER 1993

Trimester Begins
September 17
Yom Kippur Observed
September 24
Winter Registration
October 18-23
Thanksgiving Holiday
November 25-28
Trimester Ends
December 5

WINTER TRIMESTER 1994

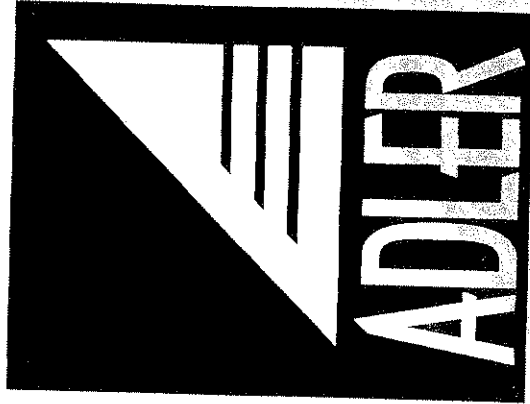
Trimester Begins
January 3
Martin Luther King, Jr. Day Observed
January 18
Founder's Day Celebration
February 4
Spring Registration
February 7-11
Trimester Ends
March 20

SPRING TRIMESTER 1994

Trimester Begins
March 28
Easter Observed
April 3
Summer Registration
May 9-13
Memorial Day Observed
May 30
Trimester Ends
June 6

SUMMER TERM 1994

Trimester Begins
June 13
Independence Day Observed
July 3-4
Fall Registration
July 18-22
Term Ends
August 29



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Adler School of Professional Psychology

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First Printing
November 1992

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PRESIDENT'S MESSAGE

We are pleased to provide you with the *1992-1994 Catalog* of the Adler School of Professional Psychology.

This *Catalog* serves as a guide to our programs of study as well as the policies and regulations that have been designed to meet the needs of the graduate students we serve and the integrity of the graduate degrees and certificates awarded.

We invite you to look through these pages and get acquainted with what the Adler School of Professional Psychology has to offer. For more than 40 years, thousands of men and women have found our teaching and clinical training to be of high quality.

Our faculty and staff are among the many attributes that have contributed to the recognition of the Adler School as a leader in professional psychology. They stand ready to assist those persons who are searching for a quality graduate-level education.

Sincerely,



Randall L. Thompson, Ed.D.
President



Alfred Adler (1870-1937)
Founder of Individual Psychology



Rudolf Dreikurs (1897-1972)
Founder of the Adler School of Professional Psychology

Faculty



THE SCHOOL

OVERVIEW

The Adler School of Professional Psychology is one of the most respected institutions of its kind, drawing students from North America and abroad. It strives to meet the continuing needs of students and professionals who seek quality education and training by providing the finest instruction, clinical training, and clinical services for individuals, families, and organizations.

Founded in 1952 by Rudolf Dreikurs, M.D., the Adler School is a nonsectarian, independent, not-for-profit, coeducational commuter institution. The educational orientation is based upon the principles and methods of Individual Psychology, a comprehensive science-of-living system originated and developed by the well-known Austrian psychiatrist, Alfred Adler. Individual Psychology, also known as Adlerian Psychology, emphasizes the uniqueness of every individual and stresses the individual's relationship with society.

Degree programs at the doctoral and master's levels are offered as well as a variety of nondegree programs, services, and activities for mental health professionals, students, teachers, and laypersons. A strong tradition contributes to the humanistic orientation. The student body is an extraordinarily diverse group with varied age range, educational backgrounds, personal interests, and professional experience.

DEGREE PROGRAMS

Six graduate degree programs are offered. Students may elect to receive the M.A. in Classroom Psychology, M.A. in Counseling Psychology, M.A. in Counseling Psychology: Art Therapy, M.A. in Marriage & Family Counseling, M.A. in Substance Abuse Counseling, or the Doctor of Psychology (Psy.D.) in Clinical Psychology.

AREAS OF SPECIALIZATION

The Adler School of Professional Psychology offers a wide range of course offerings which provides students an opportunity to obtain specialized training in a number of areas. In consultation with their faculty advisors, students may select courses in an area of specialization that will also fulfill the core, elective, and practicum requirements in their M.A. or Psy.D. degree program. In addition, students are encouraged to supplement their professional development and skill training by taking additional courses in a specialty area.

Alumni and other qualified professionals who are interested in additional specialized training should contact the Office of Admissions for additional information. Specialized areas of study include:

- Adlerian Psychotherapy
- Art Therapy
- Child and Adolescent Therapy
- Clinical Hypnosis
- Ethnocultural Diversity
- Gender: Feminist Approaches to Treatment
- Gender: Lesbian/Gay Issues
- Gerontology Studies
- Group Therapy
- Health Psychology
- Marriage and Family Therapy
- Rural Psychology
- Substance Abuse Counseling

RESPECIALIZATION IN CLINICAL PSYCHOLOGY

Individuals possessing a doctorate in psychology or in an area primarily psychological in nature may apply for respecialization in clinical psychology. Application to this program is by interview, presentation of all transcripts, letters of recommendation, and an essay as required for admission to the standard doctoral program. This retraining program is highly individualized and takes into account the background and needs of the applicant. The program requires completion of all requirements for the Doctor of Psychology (Psy.D.) in Clinical Psychology including the one year internship.

CONTINUING/PROFESSIONAL EDUCATION

Through a commitment to provide lifelong learning and service to the public, a number of continuing and professional education certificate programs are offered including workshops, seminars, and specialized training for developing, maintaining, and improving the competencies of practicing health care professionals, psychologists, counselors, psychiatrists, parents, educators, clergy, and business leaders.

The School offers a Certificate in Substance Abuse Counseling and a Postgraduate Certificate in Adlerian Psychotherapy. The Certificate in Substance Abuse Counseling is offered for those individuals who have obtained a baccalaureate or more advanced degree and are interested in specialized training. The Postgraduate Certificate in Adlerian Psychotherapy 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 instruction and specialized clinical training in the theory and techniques of Adlerian Psychology.

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

The Adler Center for Advanced Clinical Hypnosis is a joint project with the Chicago Society of Clinical Hypnosis which provides on-going study and training in clinical hypnosis for practitioners and advanced students. A number of courses, workshops, and seminars are offered on a regular basis through the Adler Center for Gender and Cultural Studies.

Continuing Education Credits (CEUs) and certificates of completion are awarded.

LOCATION

The Adler School of Professional Psychology is located in modern facilities overlooking the Chicago River in the heart of downtown Chicago and is easily accessible by car, train, or bus. A number of classes are also offered at select locations off-campus including Governors State University and a special program for State of Illinois employees at Sangamon State University. Students may also earn credit at affiliated institutes in Fort Wayne, Indiana; Montreal, Quebec; Toronto, Ontario; and Vancouver, British Columbia.

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

NON-DISCRIMINATION POLICY

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

DIVERSITY

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

The recruitment and retention of minority, female, and international students is important in developing an environment that reflects the population of Chicago and prepares students to enter a world in which understanding of racial and cultural diversity is essential for peace and progress.

STATEMENT OF MISSION & PHILOSOPHY

Adler School of Professional Psychology is committed to:

- Preserving, developing, and promoting 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.
- Providing quality education, clinical training, research, educational publications and learning materials, and public service responsive to both the perennial and changing needs of students, the profession, and society.
- Affording educational opportunities to students who have been traditionally excluded from graduate-level education because of their inability to pursue the degree on a full-time, daytime basis. Such students may include the returning student, the change-of-career student, women, and persons of minority heritage.
- Providing quality degree and certificate programs of study for individuals who can apply theoretical knowledge and practical clinical skills in such fields as clinical psychology, mental health, social service, elementary and secondary education, business and industry, substance abuse, medicine, family and marital counseling, and other psychology-related professions in the public and private sector.
- Offering programs of professional and continuing education which provide laypersons 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.
- 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.
- 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 service to their families, communities, and society.
- 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 educational materials unique to the field of Adlerian Psychology and related areas through services rendered by the book store and library.

- 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.
- Encouraging meaningful involvement by members of the faculty, staff, board, student body, and graduates in the activities and affairs of professional organizations, community agencies, alumni, educational institutions, and other Adlerian institutes and programs.
- Fostering the development of a lifelong commitment in students 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 & GOVERNANCE

Adler School of Professional Psychology is a private, independent, not-for-profit institution of higher education governed by a Board of Trustees composed of psychologists, educators, psychiatrists, business leaders, and other public-spirited persons. Overall institutional goals are established by the Board. For translation of policy into operation, the Board looks to the administration, staff, and faculty.

The School 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 the Treasury. Contributions are tax deductible to the full extent allowable by law.

FACULTY & STAFF

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

Most students 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 engaged in the discovery of new knowledge and techniques to help solve human problems.

The educational philosophy is based upon a very diversified faculty, many of whom combine professional practice with their instructional duties. Members of the faculty are also engaged in research activities, book publishing, article writing, and presentation of workshops and seminars throughout the United States, Canada, Europe, and other countries in addition to their day-to-day faculty responsibilities.

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

ACCREDITATION & APPROVALS

The Adler School of Professional Psychology is accredited by the North Central Association Commission on Institutions of Higher Education at the doctoral level and is a member of the National Association of Independent Colleges and Universities, the North American Society of Adlerian Psychology (NASAP), the International Association of Individual Psychology, an associate member of the National Council of Schools of Professional Psychology, and founding member of the Family Resource Coalition. The Adler School of Professional Psychology is one of the oldest accredited free-standing psychology schools in the nation. North Central accreditation was first received in 1978.

Adler School is approved for veterans' education by the State Approval Agency, Illinois Veterans Commission, and is authorized under Federal law to enroll nonimmigrant alien students through approval by the Justice Department.

The Substance Abuse Counseling program is approved by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA).

The Rudolf and Sadie "Tee" Dreikurs Psychological Services Center is licensed by the Illinois Department of Professional Regulation.

LIBRARY

The Sol and Elaine Mosak Library provides resources and services in an atmosphere that fosters the educational and intellectual inquiry of students and faculty. The library contains a wide variety of materials, including books, journals, periodicals, and video and audio tapes in mental health and related disciplines of substance abuse, general psychology, neuropsychology, assessment, gerontology, gender, culture, clinical psychology, psychotherapy, professional issues, counseling, family therapy, human development, social work, and psychiatry. Library holdings include approximately 8,000 volumes and 1,200 microforms. Students have access to more than 125 current journal subscriptions. The library also has a very extensive collection of over 1,000 audio and video tapes.

Through interlibrary loans, cooperative agreements with local libraries, and membership in ILLNET, students have access to learning materials from all over the country. Students have use of a high quality IBM-compatible personal computer with a number of word processing and statistical programs and the Arion II system which gives students access to numerous psychological assessment programs.

ADLER BOOK STORE

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

The book store is known internationally as the source for specialized Adlerian materials, and as a definitive source of family life education materials. As an accommodation, it supplies in-person, telephone, facsimile, and mail order credit card requests to parents, educators, mental health professionals and organizations, and other colleges throughout the United States and foreign countries.

STUDENT ORGANIZATIONS

To encourage and recognize the importance of student involvement, a number of student organizations are active at Adler School. Chief among them is the Adler Student Association, which plans social and academic functions, maintains a bulletin board for student information, and assists with graduation and formal ceremonial events. The student newsletter, *Adler Apperceptions*, is published once each term. Students serve on the Advisory Board of the Adler Center for Gender & Cultural Studies, and are represented, through the Student Association, on faculty committees. Other organizations include the African American Student Organization, the Hispanic Student Organization, and Adler School's Chapter of Psi Chi. The National Honor Society in Psychology.

STUDENT ADVISEMENT

Upon being accepted into a program, each student is assigned a faculty advisor to help the student clarify educational and professional goals, discuss personal concerns, and guide the student in utilizing to the fullest extent available opportunities at Adler School. Members of the support and administrative staff also are available to assist with course scheduling, and to help ensure that each student will be able to meet all requirements for graduation.

PSYCHOLOGICAL SERVICES CENTER

The Rudolf and Sadie "Tee" Dreikurs Psychological Services Center is licensed by the State of Illinois Department of Professional Regulation to provide psychotherapy, counseling, vocational assessment, psychological testing, and other psychological services. Clients are seen by practicum and internship students, alumni, or faculty at the main center on campus or at a number of satellite locations throughout the Chicago area. Regular supervision is provided by members of the faculty. Also available is an assessment center where students can administer psychological tests and receive close supervision and observation.

Serving the greater Chicago area, students and faculty provide a wide variety of outpatient services designed to serve the client's needs. Counselors are available to assist individuals, couples, families, and groups in dealing with personal issues and family problems, including depression and anxiety, school adjustments, family conflict, couple 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 by mutual agreement based upon the client's ability to pay.

A special State of Illinois funded program for the hearing impaired is available for Department of Children and Family Services referred clients.

OFFICE OF COMMUNITY EDUCATION

A wide variety of community service and in-service activities in mental health are available through Adler's Office of Community Education: for community organizations, mental health agencies, college groups, and public and private schools from pre-school through high school; and for interested individuals who are parents, professionals or paraprofessionals. Related film, audio, video and printed resources are available to the public through the Adler book store and library. Its Family Education Activities (FEA) division has been a part of Adler School's public service programming since 1973, providing a number of Family Education Centers on- and off-site (in cooperation with local agencies) to metropolitan Chicago. From its founding in 1952, Adler has had a tradition of providing free or low-cost family life education to parents, students, educators and mental health professionals. Outreach programs include speakers, in-service trainers, Adlerian open forum family counseling demonstrations, parent education classes, and leadership training.

WEDNESDAY NIGHTS AT ADLER

Continuing education opportunities are provided on Wednesday evenings throughout the year. The following programs are held monthly or nearly monthly; complete schedules are available each term from the Office of Community Education. All programs are free and open to the professional and general public. CEUs are available.

• FAMILY EDUCATION CENTER

First Wednesdays September to May: In the School's Family Education Center, located on-site, traditional Adlerian open forum family counseling is demonstrated by a student counselor, supervised by a faculty member-clinician. Together, they conduct an interview and suggest techniques to improve family relationships by speaking with all members of a volunteer family. This is done before an audience of other parents, educators, and counselors for their mutual educational benefit.

• ADDICTIONS COLLOQUIA

Second Wednesdays October to June: This series addresses contemporary issues in addictions assessment and treatment and the related biological, psychological and social problems and issues of today. Monthly, a speaker addresses issues such as the problems of substance abuse, alcoholism, eating disorders, compulsive behavior, and other addictions.

• ADLER CENTER FOR GENDER & CULTURAL STUDIES

Third Wednesdays September to June (except December): This Center was established in 1991 to proactively meet the present and future needs of a changing population. The Center provides academic programming for students to explore how human differences are pertinent to the therapeutic process. Particular reference is made to understanding issues of gender, sexual orientation, ethnocultural diversity, religious and class issues, physical condition, and ageism especially with respect to the training of graduate students of psychology. In addition, the Center sponsors the monthly Wednesday Night seminars, which are open to students of psychology, the professional community and interested members of the public at no charge.

• ALUMNI FORUM

Fourth Wednesdays September to June: This forum presents topics of interest to postgraduate practitioners whether or not they are alumni of the Adler School. The focus varies from technical skill issues to theoretical concerns. These may include current research, assessment, licensure, professional problems, substance abuse issues, gerontology, family and marital counseling and more. Presenters are selected from Adler School faculty, visiting lecturers, or alumni.

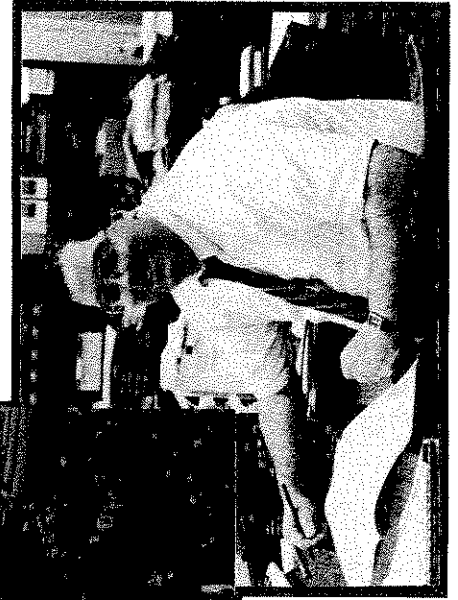
SUMMER PROGRAM FOR EDUCATORS

A summer program for school administrators, guidance counselors, and teachers is offered annually. Designed to accommodate the professional educator's schedule, selection of courses is offered in intensive, three to five-day sequences. Topics cover classroom discipline, motivation, personal management styles, self-esteem, communication techniques, and techniques for dealing with student misbehavior. Credit earned may be applied to the required courses in Adler's M.A. in Classroom Psychology program, or used as electives for other program tracks. Reduced tuition rates are provided to Illinois educators for selected courses in the Classroom Psychology Program.

ALUMNI ASSOCIATION

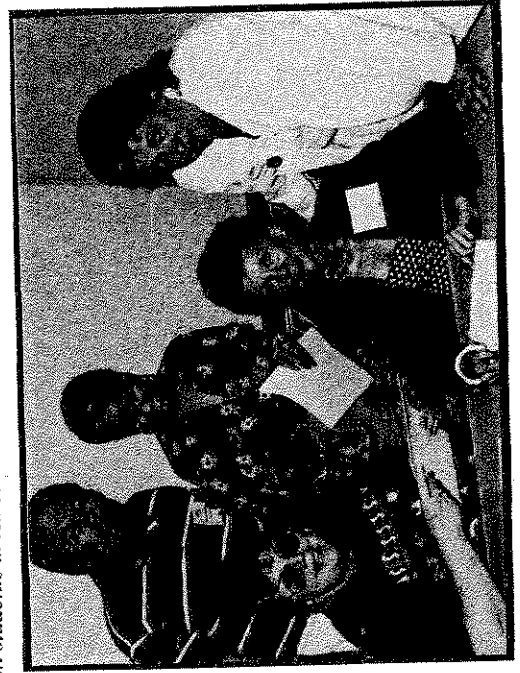
All students who have received a degree or a certificate are eligible to become members of the Alumni Association. Its purpose is to afford graduates an opportunity to maintain social and professional relationships with one another, with faculty, and with staff; to encourage on-going continuing education for graduates to remain current in their chosen disciplines; and to engage in active support of the Adler School for mutual long-term benefit. There are currently more than 700 graduates residing in 30 states, one U.S. territory, and five countries. Various activities and programs are sponsored by the active members of the Adler Alumni Association including Founder's Day, an annual Alumni Breakfast at the NASAP (North American Society of Adlerian Psychology) convention, and the Wednesday Night program series *Alumni Forum*.

Staff





*Sadie "Tee" Dreikurs (above, 2nd from left)
with students at Adler School's 40th Anniversary*



ADMISSION POLICIES & PROCEDURES

GRADUATE ADMISSION

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

Students are sought 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.

Admission criteria are designed to measure personal attributes as reflected in an applicant's academic preparation and achievement, professional work experience, and personal essay. Applicants who fulfill all of the admission requirements of the program and who are recommended for admission are accepted as admitted students with full standing.

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. Affirming the equality of all people, Adler School offers equal opportunity and access for everyone regardless of race, color, national origin, sex, age, or handicap.

Because admission requirements for the programs vary, interested applicants should refer to the section of the Catalog in which each program is described.

EARLY ADMISSION

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

PROVISIONAL ADMISSION

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

STUDENT-AT-LARGE STATUS

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

There is a limit of nine credit hours 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 undertaken. Course work completed in this status does not automatically apply to a degree or certificate program. Should admission to a program be sought at a later date, it will be necessary to complete regular admission procedures and be considered accordingly with other applicants. Persons who plan to pursue a certificate or degree program of study should apply for admission at the earliest opportunity.

ADMISSION OF TRANSFER STUDENTS

A student applying for admission after attending another accredited institution may be admitted with advanced standing. Students who can present acceptable proof that they have taken an equivalent graduate-level course which is normally offered by the School with a grade of "B" or better prior to admission may be granted transfer credit which will apply toward a degree. A maximum of six credit hours may be counted towards the Master of Arts degree programs and 36 credit hours towards the Doctor of Psychology degree.

The determination of acceptable transfer credit cannot be made until an individual has been accepted into one of the programs. 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.

FULL-TIME OR HALF-TIME STATUS

All admitted students are normally expected to carry a minimum of five credit hours each term except the summer term which is optional. To be considered full-time, a student must carry a load of 10 or more credit hours each term except the summer term. Students carrying 5 to 9 credit hours each term are considered half-time. Students who are carrying a full-time load are encouraged to limit any employment to part-time in order to allow adequate time for classes, practicum work, study, and other student activities.

APPLICATION PROCEDURES

Individuals interested in applying for admission must follow a two-step process. First, a preliminary application and a brief autobiographical summary must be submitted. After the submitted materials are reviewed, those applicants who are thought to meet the criteria for admission will be invited to submit a detailed application. The proper forms, including the application for admission and letter of recommendation forms, will be sent by the Office of Admissions to the applicants. Applicants must then submit a nonrefundable application fee, a completed application form, an autobiographical essay of approximately 500 typed words, and three letters of recommendation. Applicants must also arrange for official transcripts to be sent directly from all undergraduate and graduate institutions attended. While GRE scores are not required, they should be submitted along with the other application materials.

The application for admission and supporting documents are reviewed and forwarded to the Admissions Committee. Possession of the minimum requirements for admission to a program does not ensure admission. Acceptance into one degree or certificate program neither constitutes nor guarantees admission to another program. Applicants must apply to each program through regular admission 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. 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 applicants 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 Director of Admissions either in person or by certified mail within three working days after the date of acceptance by the applicant. Admitted applicants who choose not to enroll shall forfeit the deposit. For enrolling students, the entire amount of the deposit is credited toward the payment of the first term's tuition and fees.

The application deadline for the Fall Term is February 1. Applicants for the Fall Term will be notified of acceptance by April 1. Students must then notify the Office of Admissions of their intent to matriculate by April 15. Space permitting, late applications are accepted subject to the Council of Graduate Departments of Psychology (COGDOP) criteria which state that any acceptance given or left in force after April 15 commits the student not to solicit or accept an offer from the Adler School without first obtaining a written release from the institution to which a commitment has already been made.

READMISSION

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

A previously accepted/enrolled student who has failed to register for one calendar year or more must file for readmission. Admitted students who fail to return upon expiration of an approved leave must reapply for admission and pay another application fee. Students who voluntarily withdraw 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 to a program will be subject to the admission standards, course and other requirements in force at the time of reaplication.

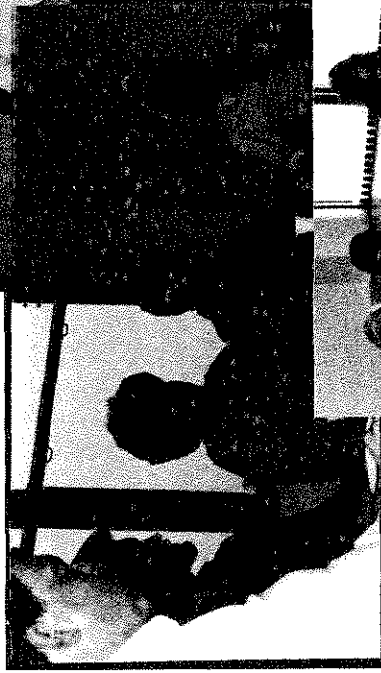
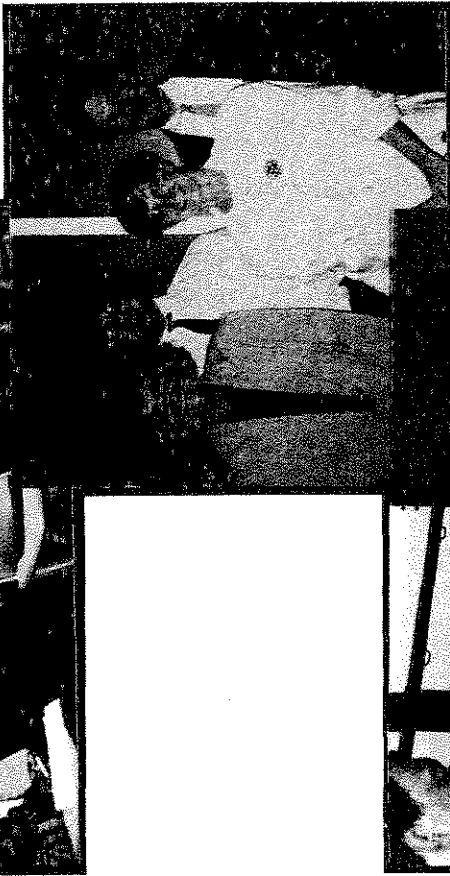
CONFIDENTIALITY OF RECORDS

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

Generally, directory information pertaining to students or graduates will be released to the public. This information could include some or all of the following data: student's name, address(es), telephone listing, program of study, degree, dates of attendance, photograph, postgraduate 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 administration in writing.

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

Classroom Views



ACADEMIC POLICIES & REGULATIONS

CLASS MEETINGS

The year-round instructional format consists of three 10-week trimesters and a summer term with most classes meeting once a week for a total of seventy minutes of contact time each week for each credit hour awarded. A two-trimester credit hour course must meet for two seventy-minute periods each week or an equivalent length of time for weekend or other intensive short-term scheduling.

A wide range of courses are offered during both daytime and evening hours seven days a week. A comprehensive program of course offerings for commuting students is offered on Friday evening and all day on Saturday and Sunday on alternating weekends. In addition, a number of intensive courses are offered on one or more consecutive days each term during the week or on weekends. Practicum and field experiences may require weekday, evening, or weekend commitments.

Legal holidays, illness, absence of the instructor, or closings for emergencies or inclement weather have no bearing upon the total number of required class sessions. When the normal class schedule is interrupted, the lost time must be made up. This may be accomplished by extending the hours of class meetings or by scheduling alternative dates for class meetings that do not conflict with other classes or institutional activities.

CANCELLATION OF COURSES

The School reserves the right to cancel any course due to low student enrollment, unavailability of an instructor, or other such factors. When this occurs, the staff 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 tuition refund. There is no Add/Drop fee for the change in course registration in this instance.

CLASS ATTENDANCE

All students are responsible for maintaining regular and punctual attendance at each class meeting. A student whose absences seriously affect the quality of work in the class may be administratively withdrawn upon recommendation of the course instructor and review by the Dean of Students.

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

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, the student must submit required forms to the Registrar, and pay the required Add/Drop fee. A fee is charged for each course dropped and each course added. Enrollment in intensive short-term courses is usually not permitted after the course begins.

GRADING SYSTEM

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

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

ACADEMIC STANDARDS

All work completed by the student in courses, independent study, and practica is evaluated 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 participate in practica, and to graduate. Students who fail to maintain a "B" average or receive two grades of "C" or "N" or one "D" or "F" in any term will be placed on academic probation the following term. If, at the end of that term, the cumulative grade point average has not reached 3.0, the student is subject to dismissal.

No more than two grades of "C" and no grades of "N", "D", or "F" will be counted toward fulfilling degree or certificate requirements (such grades, however, will be calculated in the overall GPA). No student will be graduated with less than a "B" average. Second examinations to raise final grades or to make up failures are not permitted; however, students may repeat courses for which a "C" grade or lower has been earned. Once a grade has been recorded on the student transcript record, additional work cannot be submitted to change the grade. Change of a grade can be made only as a result of a formal academic grievance proceeding or as a result of repeating a course and earning a higher grade or filing a student petition approved by the course instructor, Dean of Students, or Dean of Faculty.

No grades will be released if a student's account is financially delinquent.

IN PROGRESS

A grade of "IP" (In Progress) is given to students who are engaged in practicum, field experiences, independent study, or other courses in which work completion may exceed the end of the term.

INCOMPLETE

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

The normal time limit for completion of incomplete work is the end of the following term unless an extension has been granted by the Dean of Students. If the course work is not successfully completed by the established time limit, the "I" grade will be changed automatically to an "N" (Not Passing). In this event, the course must be retaken. Grades of "N" are equivalent to "F" (Failure) grades and are counted in the cumulative grade point average.

PASSING/NOT PASSING OPTION

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

AUDIT

Students who are registered officially as auditors will receive a designation of "R" on the transcript upon completion of the course which signifies neither credit nor a grade. A course taken as an audit cannot be changed for credit at a later time. Auditors may earn Continuing Education credits/CEUs.

CREDIT BY EXAMINATION

Students who believe they have background equivalent to that covered in a required course may request an oral examination, written examination, or another means to demonstrate their acquisition of relevant knowledge and skills. Details are available from the Dean of Students.

TRANSCRIPTS

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

Grades of "I" (Incomplete) and "M" (Grade not available for processing) will be replaced on the student's transcript with the appropriate letter grade when received by the Registrar.

STUDENT CONDUCT

A high standard of personal and professional conduct is expected from 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 acknowledgment of the ideas and written works of others, submission of their own work to fulfill course requirements, and proper ethical behavior during the completion of in-class or take-home examinations.

Students are expected to refrain from engaging in clinical activities which are unethical, those for which they are not qualified, or those for which they lack the required credentials. Students shall not maintain a private practice nor engage in other clinical work unless they are legally and professionally qualified. Students are expected to comply with the professional and ethical standards established by the American Psychological Association, the regulations of the Illinois Department of Professional Regulation, and the laws of the United States and the State of Illinois.

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, the student's behavior has been disruptive or is detrimental to the learning environment, the student's physical or mental health interferes with the course work or clinical training, the student's conduct has been judged to be in violation of professional or ethical standards, or 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 lacks appropriate clinical supervision.

STUDENT RESPONSIBILITY

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

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

CLINICAL EVALUATION

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

During the period in which the student is engaged in practicum experience, the potential for becoming a competent professional is evaluated by practicum supervisors and faculty.

CLINICAL ACTIVITIES

Students must provide a written statement each term certifying whether or not they are engaged in counseling or other professional activities so that a determination may be made whether or not the activities are within the areas of the students' competence and are provided under adequate professional supervision. Failure to comply may be grounds for dismissal. Forms must be completed by all students during registration each term. Forms are available in the Office of the Registrar.

CONTINUOUS ENROLLMENT

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

All students completing practicum or independent study in subsequent terms beyond that which is normally expected must be in continuous enrollment. Students who are not making reasonable progress in fulfillment of their practicum or internship requirements or toward completion of their M.A. graduate paper or dissertation will be required to pay the continuous enrollment fee. A student who fails to remain in continuous enrollment may be administratively withdrawn. To continue in the program, it will be necessary to submit an 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 by submitting another application and application fee. No leave is granted for more than one calendar year.

STUDENT INITIATED WITHDRAWAL

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

A student may not withdraw after the eighth week in a regular term or after the second class session of an intensive course without approval from the instructor and the Dean of Students. If the student has not withdrawn officially prior to the withdrawal deadline, the course must be completed and the appropriate grade received. A student who fails to withdraw officially will receive a grade of "N" (Not Passing) for the course. Failure to attend classes does not constitute official withdrawal. A student who withdraws from all courses is encouraged to have an exit interview with a representative of the Office of the Dean of Students.

WITHDRAWAL PROCEDURE

All notices of withdrawal from courses must be submitted in writing to the Registrar. Failure to do so results in the student no longer being in good standing and not being entitled to the usual amenities. Simply ceasing to attend classes or notifying the instructor does not constitute an authorized withdrawal of record. The official date of withdrawal is the date written notification is received by the Registrar. No tuition fee adjustments will be made in cases of unauthorized withdrawal.

An add/drop fee is charged for withdrawal from each course after registration. Students who withdraw after the beginning of the 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.

ADMINISTRATIVE WITHDRAWAL

The School 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.

Students have a responsibility to maintain the integrity of Adler School 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.

GRIEVANCE PROCEDURE

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

DRUG-FREE SCHOOL PROGRAM

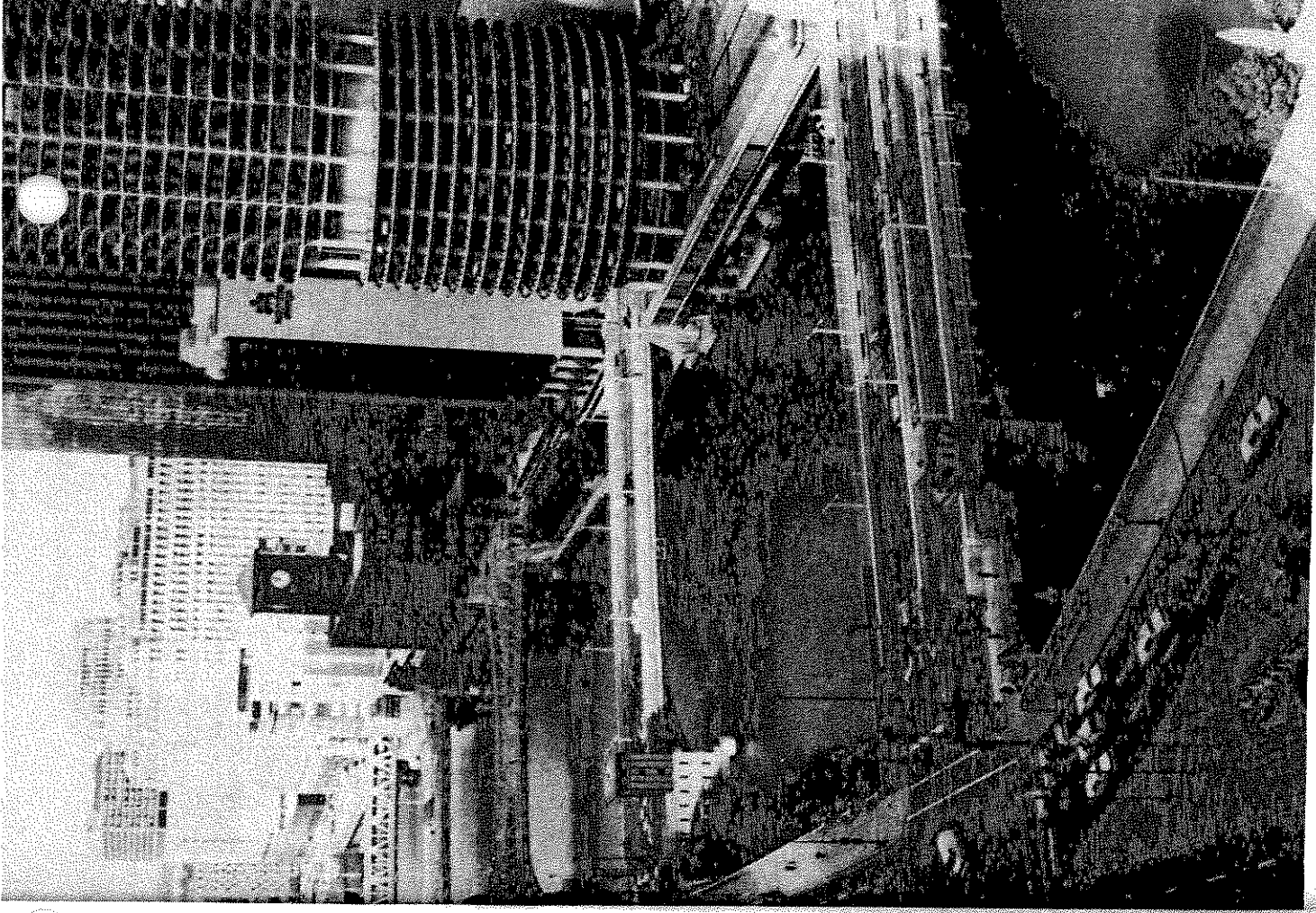
In compliance with The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, the Adler School of Professional Psychology has implemented the Drug-Free School Program under which the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees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

Detailed information regarding the Program and applicable legal sanctions, health risks, treatment programs, and School disciplinary sanctions is summarized in the *Drug-Free School Program Manual* which is distributed annually to students and employees. Additional copies may be obtained from the Office of Admissions.

GRADUATION

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

Students who complete all requirements for a degree or certificate by August 31 will be eligible to participate in Commencement. Students will be notified of the exact date by the Dean of Students. All graduating students are expected to participate in the Commencement exercises.



A view of the Chicago River from the Library

TUITION & 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 of Trustees. 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.

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

	1992-93	1993-94
Application Fee (nonrefundable)	\$ 50.00	\$ 50.00
Tuition per Credit Hour	220.00	240.00
Student Activity Fee (nonrefundable per term)	15.00	25.00
Library Fee (nonrefundable per term)	25.00	35.00
Tuition Deposit (nonrefundable)	200.00	200.00
Professional Liability (per term practicum/internship)	30.00	40.00
Continuous Enrollment Fee (per term)	50.00	75.00
Late Registration Fee	25.00	40.00
Audit Fee/Credit by Examination Fee (per credit hour)	110.00	120.00
Transcript Fee	5.00	5.00
Late Examination Fee	40.00	50.00
Late Payment Fee (per occurrence)	25.00	40.00
Returned Check Fee (per return)	25.00	25.00
Deferred Tuition Plan (per credit hour)	5.00	8.00
Course Waiver Fee (per credit hour)	50.00	50.00
Practicum Waiver Fee (per credit hour)	100.00	120.00
M.A. Oral Examination Fee (nonrefundable)	150.00	150.00
Graduation Fee (nonrefundable)	100.00	150.00
Doctoral Dissertation (per credit hour)	150.00	150.00
Doctoral Internship (\$250.00 per term)	1,000.00	1,200.00
Add/Drop Fee (per occurrence)	20.00	20.00
Psy.D. Written Qualifying Exam (nonrefundable)	150.00	150.00
Psy.D. Clinical Qualifying Exam (nonrefundable)	150.00	150.00
Psy.D. Oral Defense (nonrefundable)	150.00	150.00
CEU Certificate Processing Fee	15.00	15.00

Tuition and fee changes become effective at the beginning of Fall Term. Tuition and fees are in U.S. dollars.

SENIOR CITIZENS

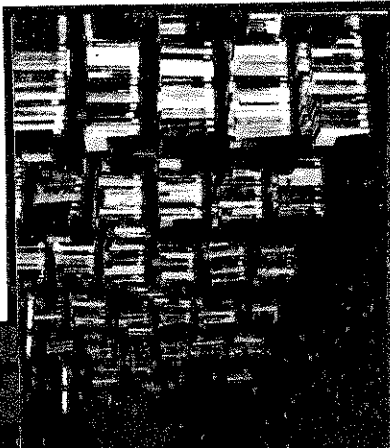
Senior citizens over the age of 65 pay at one-half the usual rate for tuition and fees.

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 the student makes three equal payments during the course of the term. The payment due dates are listed in each term's course schedule along with payment coupons. A per credit hour fee is charged for use of the deferred payment plan.

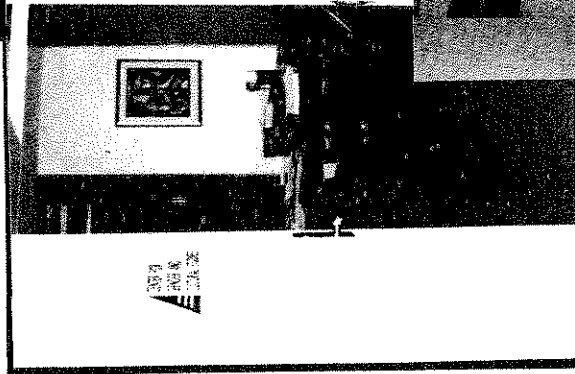
Library

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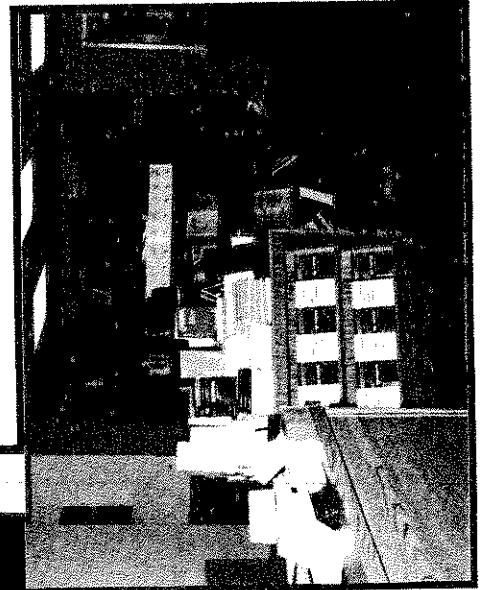
Adler Center for Gender & Cultural Studies

(left)



Book Store

(right)



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.

TUITION REFUNDS

A student who has withdrawn officially from a course(s) in accordance with established policies is entitled to a tuition refund to be paid within 30 days of written notification of withdrawal. Refunds will be based upon the total charge incurred rather than the amount paid by the student.

The schedule for tuition refunds, excluding the nonrefundable tuition deposit and all other fees, is determined in accordance with the following:

Before the first day of the term	100%
During the first week of the term	90%
During the second week of the term	80%
During the third week of the term	60%
During the fourth week of the term	40%
During the fifth week of the term	20%
After the fifth week of the term	0%

For intensive short-term courses, refunds will be made 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 Dean of Students 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/WORK-STUDY

A limited number of assistantships are available to full-time graduate students. Priority is given to students who exhibit need in financing their education. Students who can demonstrate financial need and qualify for financial aid may apply for part-time employment under the work-study program. This program is cosponsored by the Federal Government. Regular part-time employment is also available on a limited basis. Contact the Office of Financial Aid for information.

VETERAN'S BENEFITS

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

FINANCIAL AID

Adler School is approved by the U.S. Department of Education to participate in the Federal Family Education Loan Program (formerly the Stafford/Guaranteed Student Loan [GSL] program) and the Federal Supplemental Loans for Students (SLS) program. These low interest loan programs are available to qualified students who are enrolled at least half-

time or more credit hours per term. Loans are made available through participating banks, savings and loans, and other lending institutions. In order to be considered for financial aid, students must:

1. Be enrolled or accepted for enrollment at least half time in an eligible degree program.
2. Be citizens, nationals, or permanent residents of the United States; permanent residents of the Trust Territory of the Pacific Islands; or citizens of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau.
3. Successfully complete a course load of at least five credit hours each academic term covered by the loan period with at least a cumulative "B" (3.0) grade point average. Failure to comply with this regulation at the end of each academic year will result in the student being placed on Financial Aid Probation for the upcoming academic year.
4. Not be in default of any Title IV Loans: Perkins (National Direct Student) Loan, Nursing Student Loan, Federal Family Education Loan (Stafford/GSL Loan, Supplemental Loan, PLUS Loan) or owe a repayment on any Title IV Grant-Pell or Supplemental Educational Opportunity Grant (SEOG) received.
5. File all required financial aid materials and forms with the Office of Financial Aid by deadline dates listed by the Office of Financial Aid.
6. Provide true and correct information on all application materials.

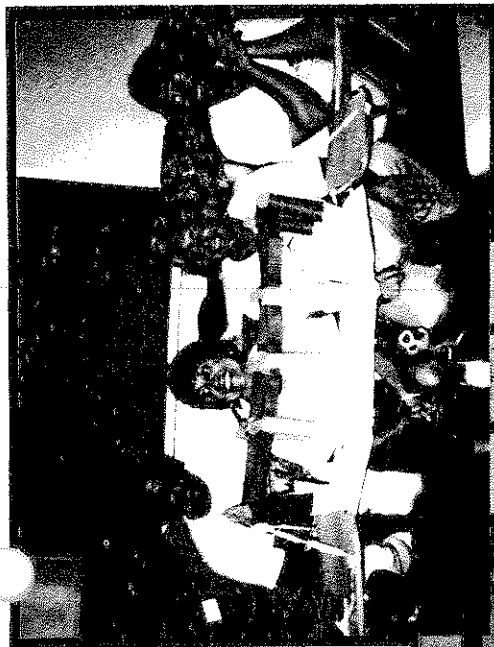
Loan repayment normally begins 60 days to six months after a student graduates or stops enrolling in classes. Students are responsible for all tuition and fees at the time they are due regardless of loan arrangements. For specific information, students should refer to the Financial Aid Handbook available from the Office of Financial Aid.

SCHOLARSHIPS

Scholarships are available for full-time students and are awarded to outstanding applicants based upon financial need, academic achievement, and availability of funds. Scholarships are usually given for tuition and normally require that the student devote full-time to studies. Scholarships awarded by the Adler School include:

- Board of Trustees Scholarship
- President's Scholarship
- Claudine Bock Scholarship
- Howard Kaufman Memorial Scholarship
- Raymond and Jean Carlen Scholarship
- Illinois Hispanic Human Services Association/Adler School of Professional Psychology Scholarship
- Adler School of Professional Psychology/City of Chicago Matching Scholarship
- Illinois Consortium for Educational Opportunity Grant

Applications for these scholarships are available from the Office of Financial Aid.



MASTER OF ARTS DEGREE PROGRAMS

OVERVIEW

Students may be admitted to one of five degree programs: M.A. in Classroom Psychology, M.A. in Counseling Psychology, M.A. in Counseling Psychology: Art Therapy, M.A. in Marriage and Family Counseling, and M.A. in Substance Abuse Counseling. These professionally oriented programs are intended to prepare graduates for service in a variety of public and private settings such as clinics, 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 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. Students are provided with a firm base which enables them to put into practice the theory and techniques which they have learned. Adler School is committed to the rigorous preparation of students to become competent providers of service as well as ethical contributing members of the professional community.

Each program provides a core of formal classes and seminars, professional skill development, and personal growth with an opportunity for specialization in the student's area of interest. The M.A. degree also provides a foundation for students who may later decide to pursue a doctoral degree. Although several M.A. programs are offered, a second M.A. degree at Adler School may not be earned because credit may be counted toward any master's program only once.

LICENSURE

The intent of the master's level programs should not be interpreted as preparation for licensure as a psychologist or certification as a teacher in the State of Illinois or in other states. Because requirements vary from state to state, Adler School assumes no responsibility in this regard. Students are expected to ascertain a particular state's requirements prior to entering the School.

Specific information about the State of Illinois Professional Counselor and Clinical Professional Counselor Licensing Act and the Marriage and Family Therapy Licensing Act should be obtained directly from the Illinois Department of Professional Regulation.

Awarding of the M.A. degree by Adler School is a statement that the graduate has successfully completed the degree requirements and has demonstrated the knowledge and clinical competency at the level for which the program is intended.

FULL-TIME OR HALF-TIME STATUS

Students may be admitted to a Master of Arts degree program on a full-time or half-time basis. Many students hold a full-time job while pursuing the M.A. degree part-time. The M.A. degree can usually be earned by taking courses during the evening and weekends. The application deadline for Fall Term is February 1. Applications received after that date

will be considered on an individual basis. Because applications are received on a continuous basis, students may enter during any term.

All half-time M.A. students are expected to take at least five credit hours each regular term, excluding summer. To be considered full-time, a student must carry a load of 10 credit hours or more per term, excluding summer.

M.A. students must successfully complete a cumulative average of 12 credit hours every twelve months to maintain Satisfactory Progress toward fulfillment of the degree requirements. Students who are not making satisfactory progress will be subject to dismissal from the School. The maximum time limit for valid course work to fulfill degree requirements is five years from first registration following admission.

TRANSFER OF CREDIT

A maximum of six credit hours of graduate courses transferred from other accredited institutions is allowed toward fulfillment of the required courses. A grade of "B" or better must have been achieved for a course to be accepted for transfer of credit. Graduate credit previously applied to another graduate degree will not be recognized for transfer purposes. Students may, however, substitute another Adler School course for an equivalent course taken elsewhere.

Transfer course work taken more than five years prior to admission may not be acceptable and will be evaluated on a course-by-course basis. Only in unusual situations, and with prior approval, will matriculated students be permitted to take courses at other institutions and receive transfer credit.

MASTER OF ARTS GRADUATE NON-PAPER OPTION

Students may elect either a paper or non-paper option in partial fulfillment of the Master of Arts degree requirements. The M.A. 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 School guidelines and those established by the *American Psychological Association Publication Manual*.

Students who elect the non-paper option will be required to satisfactorily complete Course 498, Research Seminar, which 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 M.A. Graduate Paper and non-paper option involve scholarly work by the student.

FINAL ORAL EXAMINATION

The final oral examination is taken after a student has completed all requirements for the M.A. program, and satisfied payment for the oral examination. The oral examination covers the core courses and the skill competency which the student has acquired. The one-hour oral examination is conducted on a pass/fail system. Only two attempts at passing this examination are permitted. Failure to pass the Oral Examination will result in termination from the program. The final oral examination should be completed in ample time before the anticipated date of graduation to meet established graduation 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 first registration following admission:

1. All program requirements with at least a 3.0 GPA
2. Oral Examination

M.A. IN COUNSELING PSYCHOLOGY

The Master of Arts in Counseling Psychology is a highly flexible degree that allows 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 Psychology 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. This general psychology program also provides a foundation for those who plan to pursue the Doctor of Psychology (Psy.D.) degree.

Applicants to this program must have an earned baccalaureate degree or the equivalent from an accredited institution. Applicants should have a grade point average of 3.0 or higher on a 4.0 scale during the last 60 credit hours of study and the equivalent of twelve semester credit hours in psychology or a related field with a grade of "B" or better. Recommended undergraduate courses include general or introductory psychology, abnormal psychology or personality theories, statistics or research methods, and social psychology.

Required Core Courses

401 Principles of Adlerian Psychology	3 cr
411 Psychometric Methods	3 cr
415 Theories of Personality	2 cr
431 Group Leadership	2 cr
471 Continuing Case Seminar	2 cr
498 Research Seminar or 500 M.A. Graduate Paper	3 cr
505 Professional Issues & Ethics	3 cr
511 Clinical Assessment & Interviewing	2 cr
515 Introduction to Life Style Diagnosis	2 cr
521 Introduction to Psychotherapy	2 cr
522 Adlerian Approaches to Psychotherapy	3 cr
535 Psychodynamics of Psychopathology: Adlerian	2 cr
536 Professional Development: An Experiential Course	3 cr
645 Psychopathology: Anxiety-Based & Personality Disorders	3 cr
646 Psychopathology: Psychotic & Depressive Disorders	3 cr

Electives

503 Small Group Supervision I	1 cr
504 Small Group Supervision II	1 cr
504 Small Group Supervision III	1 cr
506 M.A. Practicum	2 cr
Total Credits	51 cr

Clinical Requirements

503 Small Group Supervision I	1 cr
504 Small Group Supervision II	1 cr
504 Small Group Supervision III	1 cr
506 M.A. Practicum	2 cr
Total Credits	5 cr

Suggested Course Sequence

Courses are scheduled each term to follow the suggested sequence

FIRST YEAR

Summer

- 401 Principles of Adlerian Psychology 3
- 411 Psychometric Methods 2
- 415 Theories of Personality 2

Total 7

Fall

- 505 Professional Issues & Ethics 3
- 511 Clinical Assessment & Interviewing 3
- 521 Introduction to Psychotherapy 2
- 536 Professional Development: An Experiential Course 2
- 431 Group Leadership 1

Total 11

Winter

- 471 Continuing Case Seminar 2
- 498 Research Seminar or 500 M.A. Graduate Paper 2
- 515 Introduction to Life Style Diagnosis 2
- 535 Psychodynamics of Psychopathology: Adlerian Electives 3

Total 11

Spring

- 502 Small Group Supervision I 1
- 506 M.A. Practicum 2
- 522 Adlerian Approaches to Psychotherapy 2
- 645 Psychopathology: Anxiety-Based & Personality Disorders Electives 3

Total 11

SECOND YEAR

Summer

- 503 Small Group Supervision II 1
- 504 Small Group Supervision III 1
- 646 Psychopathology: Psychotic & Depressive Disorders Electives 3

Total 11

M.A. IN MARRIAGE & FAMILY COUNSELING

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

Applicants to this program must have an earned baccalaureate degree or the equivalent from an accredited institution. Applicants should have a grade point average of 3.0 or higher on a 4.0 scale during the last 60 credit hours of study and the equivalent of twelve semester credit hours in psychology or a related field with a grade of "B" or better. Recommended undergraduate courses include general or introductory psychology, abnormal psychology or personality theories, statistics or research methods, and social psychology.

Required Core Courses

401 Principles of Adlerian Psychology	45 cr
411 Psychometric Methods	3 cr
415 Theories of Personality	2 cr
431 Group Leadership	2 cr
471 Continuing Case Seminar	2 cr
498 Research Seminar or 500 M.A. Graduate Paper	2 cr
505 Professional Issues & Ethics	3 cr
511 Clinical Assessment & Interviewing	3 cr
515 Introduction to Life Style Diagnosis	2 cr
521 Introduction to Psychotherapy	2 cr
522 Adlerian Approaches to Psychotherapy	2 cr
535 Psychodynamics of Psychopathology: Adlerian	3 cr
536 Professional Development: An Experiential Course	2 cr
541 Adlerian Approaches to Family Counseling	2 cr
543 Counseling Children & Adolescents	2 cr
656 Marriage & Family Therapy I	3 cr
657 Marriage & Family Systems II	3 cr
661 Marriage & Family Therapy II	3 cr
662 Marriage & Family Systems I	3 cr
Electives	2 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 M.A. Practicum	2 cr

Total Credits 52 cr

Suggested Course Sequence

Courses are scheduled each term to follow the suggested sequence

FIRST YEAR

Summer

401 Principles of Adlerian Psychology	3
411 Psychometric Methods	2
415 Theories of Personality	2
511 Clinical Assessment & Interviewing	3
Total 10	10

Fall

431 Group Leadership	1
471 Continuing Case Seminar	2
505 Professional Issues & Ethics	3
521 Introduction to Psychotherapy	2
536 Professional Development: An Experiential Course	2
Total 10	10

Winter

498 Research Seminar or 500 M.A. Graduate Paper	2
515 Introduction to Life Style Diagnosis	2
535 Psychodynamics of Psychopathology: Adlerian	3
656 Marriage & Family Therapy I	3
Electives	2
Total 12	12

Spring

502 Small Group Supervision I	1
506 M.A. Practicum	2
522 Adlerian Approaches to Psychotherapy	2
661 Marriage & Family Therapy II	3
662 Marriage & Family Systems I	3
Total 11	11

SECOND YEAR

Summer

503 Small Group Supervision II	1
504 Small Group Supervision III	1
541 Adlerian Approaches to Family Counseling	2
543 Counseling Children & Adolescents	2
657 Marriage & Family Systems II	3
Total 9	9

M.A. IN SUBSTANCE ABUSE COUNSELING

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

Adler School is dedicated to providing a quality program for preparing graduates to deal effectively with substance abuse problems of individuals, their families, and their communities. Most states recognize the course work and practicum experience provided by Adler School in partial fulfillment for certification. Graduates are eligible for provisional certification as a substance abuse counselor by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA) upon passing the IAODAPCA examination. Graduates who pass the examination are currently assured reciprocity in 27 other states. Because requirements vary from state to state, students are encouraged to obtain appropriate information prior to entry into the program.

Applicants to this program must have an earned baccalaureate degree or the equivalent from an accredited institution. Applicants should have a grade point average of 3.0 or higher on a 4.0 scale during the last 60 credit hours of study and the equivalent of twelve semester credit hours in psychology or a related field with a grade of "B" or better. Recommended undergraduate courses include general or introductory psychology, abnormal psychology or personality theories, statistics or research methods, and social psychology.

Required Core Courses

401 Principles of Adlerian Psychology	41 cr
411 Psychometric Methods	3 cr
415 Theories of Personality	2 cr
431 Group Leadership	2 cr
441 Introduction to Substance Abuse	1 cr
442 Social & Clinical Aspects of Substance Abuse	4 cr
443 Theories & Techniques of Substance Abuse Counseling I	4 cr
444 Theories & Techniques of Substance Abuse Counseling II	2 cr
471 Continuing Case Seminar	2 cr
498 Research Seminar or 500 M.A. Graduate Paper	2 cr
505 Professional Issues & Ethics	3 cr
511 Clinical Assessment & Interviewing	2 cr
515 Introduction to Life Style Diagnosis	2 cr
521 Introduction to Psychotherapy	2 cr
522 Adlerian Approaches to Psychotherapy	2 cr
535 Psychodynamics of Psychopathology: Adlerian	3 cr
536 Professional Development: An Experiential Course	2 cr

Electives

Clinical Requirements	4 cr
445 Practicum in Substance Abuse Counseling I	7 cr
446 Practicum in Substance Abuse Counseling II	2 cr
447 Substance Abuse Small Group Supervision I	2 cr
448 Substance Abuse Small Group Supervision II	1 cr
449 Substance Abuse Small Group Supervision III	1 cr

Total Credits 52

Suggested Course Sequence

Courses are scheduled each term to follow the suggested sequence

FIRST YEAR

Summer

401 Principles of Adlerian Psychology	3
411 Psychometric Methods	2
415 Theories of Personality	2
431 Group Leadership	2
511 Clinical Assessment & Interviewing	1
Total II	3

Fall

441 Introduction to Substance Abuse	4
505 Professional Issues & Ethics	3
521 Introduction to Psychotherapy	2
536 Professional Development: An Experiential Course	2
Total II	11

Winter

442 Social & Clinical Aspects of Substance Abuse	4
498 Research Seminar or 500 M.A. Graduate Paper	2
515 Introduction to Life Style Diagnosis	2
535 Psychodynamics of Psychopathology: Adlerian	3
Total II	11

Spring

443 Theories & Techniques of Substance Abuse Counseling I	2
445 Practicum in Substance Abuse Counseling I	2
447 Substance Abuse Small Group Supervision I	1
471 Continuing Case Seminar	2
522 Adlerian Approaches to Psychotherapy	2
Electives	2
Total II	11

SECOND YEAR

Summer

444 Theories & Techniques of Substance Abuse Counseling II	2
446 Practicum in Substance Abuse Counseling II	2
448 Substance Abuse Small Group Supervision II	1
449 Substance Abuse Small Group Supervision III	1
Electives	2
Total 8	8

M.A. IN CLASSROOM PSYCHOLOGY

The Master of Arts in Classroom Psychology is designed to enhance the skills of individuals already possessing a teaching certificate who are dedicated to the art of teaching, for those whose commitment is to become a master teacher. A master teacher understands the importance of individual differences and has the skills to educate students in a way which promotes the realization of individual potential.

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

This program recognizes the increasing demands on educators and provides the knowledge base necessary to ensure that teachers can meet the challenges of the classroom.

Applicants to this program must have an earned baccalaureate degree or the equivalent from an accredited institution. Applicants should have a grade point average of 3.0 or higher on a 4.0 scale during the last 60 credit hours of study and the equivalent of six semester credit hours in psychology or a related field with a grade of "B" or better.

Recommended undergraduate courses include general or introductory psychology, abnormal psychology or personality theories, statistics or research methods, and social psychology.

Required Core Courses

351 Classroom Management & Cooperative Discipline	4 cr
352 Systematic Training for Effective Teaching/S/TET	4 cr
353 Personal Leadership Styles in the Classroom	3 cr
355 Kids in Crisis	2 cr
356 Cultural & Gender Differences in the Classroom	2 cr
358 Learning Styles & Educational Impairments	2 cr
359 Building Self-Esteem: A Blueprint for Teachers	4 cr
360 Teacher Survival Skills	2 cr
362 Psychoeducational Assessment	2 cr
365 Child & Adolescent Disorders	3 cr
401 Principles of Adlerian Psychology	3 cr
411 Psychometric Methods	2 cr
431 Group Leadership	1 cr
498 Research Seminar or 500 M.A. Graduate Paper	2 cr
625 Life Span I	3 cr
632 Cognitive-Affective Bases of Behavior	3 cr

Electives

6 cr

Total Credits 48 cr

Suggested Course Sequence

Courses are scheduled each term to follow the suggested sequence

FIRST YEAR

Summer

- 351 Classroom Management & Cooperative Discipline 4
- 352 Systematic Training for Effective Teaching/S/TET 4

Total 8

Fall

- 401 Principles of Adlerian Psychology 3
- 625 Life Span I 3

Total 6

Winter

- 411 Psychometric Methods 2
- 358 Learning Styles & Educational Impairments 2

Total 4

Spring

- 362 Psychoeducational Assessment 2
- 632 Cognitive-Affective Bases of Behavior 3

Total 5

SECOND YEAR

Summer

- 353 Personal Leadership Styles in the Classroom 3
- 356 Cultural & Gender Differences in the Classroom 2
- 365 Child & Adolescent Disorders 3

Total 8

Fall

- 359 Building Self-Esteem: A Blueprint for Teachers 4
- Electives 2

Total 6

Winter

- 431 Group Leadership 1
- Electives 4

Total 5

Spring

- 355 Kids in Crisis 2
- 360 Teacher Survival Skills 2

Total 4

THIRD YEAR

Summer

- 498 Research Seminar or 500 M.A. Graduate Paper 2

Total 2

M.A. IN COUNSELING PSYCHOLOGY: ART THERAPY

The Master of Arts in Counseling Psychology: Art Therapy combines the theory and techniques of Adlerian Psychology with education and professional training in the field of art therapy. The program requires 51 credit hours, followed by an additional 1,000 hours of clinical art therapy internship under the supervision of a registered art therapist.

Applicants to this program must have an earned baccalaureate degree or the equivalent from an accredited institution. Applicants should have a grade point average of 3.0 or higher on a 4.0 scale during the last 60 credit hours of study and the equivalent of twelve semester credit hours in psychology or a related field with a grade of "B" or better. Recommended undergraduate courses include general or introductory psychology, abnormal psychology or personality theories, statistics or research methods, and social psychology. Beyond the M.A. admissions requirements, applicants to this program also need 1.5 semester credits in studio art prerequisite to the Master's degree, or an undergraduate degree in art or art education.

Required Core Courses

347 The Use of Art in Counseling	44 cr
401 Principles of Adlerian Psychology	2 cr
411 Psychometric Methods	3 cr
415 Theories of Personality	2 cr
431 Group Leadership	2 cr
455 Art Therapy: History & Development	1 cr
456 Child & Adolescent Art Therapy	2 cr
457 Comparative Art Therapy Theories	2 cr
458 The Use of Art in Clinical Assessment	2 cr
460 Professional Issues & Art Therapy	2 cr
461 Art Therapy Studio: Professional Development	2 cr
462 Art Therapy & Psychopathology	2 cr
463 Art Therapy with Addictive Populations	2 cr
464 Psychology of Artistic Creativity	2 cr
465 The Use of Art in Family Counseling	2 cr
466 The Use of Art in Marriage Counseling	2 cr
471 Continuing Case Seminar	2 cr
498 Research Seminar or 500 M.A. Graduate Paper	2 cr
511 Clinical Assessment & Interviewing	3 cr
515 Introduction to Life Style Diagnosis	2 cr
535 Psychodynamics of Psychopathology: Adlerian	3 cr

Clinical Requirements

467 Small Group Supervision in Art Therapy I	7 cr
468 Small Group Supervision in Art Therapy II	1 cr
469 Small Group Supervision in Art Therapy III	1 cr
470 Internship in Art Therapy	4 cr

Total Credits 51 cr

A.T.R. Art Therapy Supervision - 1000 hours beyond the academic training.

Suggested Course Sequence

Courses are scheduled each term to follow the suggested sequence

FIRST YEAR

Summer

401 Principles of Adlerian Psychology	3
411 Psychometric Methods	2
415 Theories of Personality	2
511 Clinical Assessment & Interviewing	3
Total 10	

Fall

347 The Use of Art in Counseling	2
431 Group Leadership	1
455 Art Therapy: History & Development	2
457 Comparative Art Therapy Theories	2
460 Professional Issues & Art Therapy	2
461 Art Therapy Studio: Professional Development	2
Total 11	

Winter

458 The Use of Art in Clinical Assessment	2
463 Art Therapy with Addictive Populations	2
471 Continuing Case Seminar	2
515 Introduction to Life Style Diagnosis	2
535 Psychodynamics of Psychopathology: Adlerian	3
Total 11	

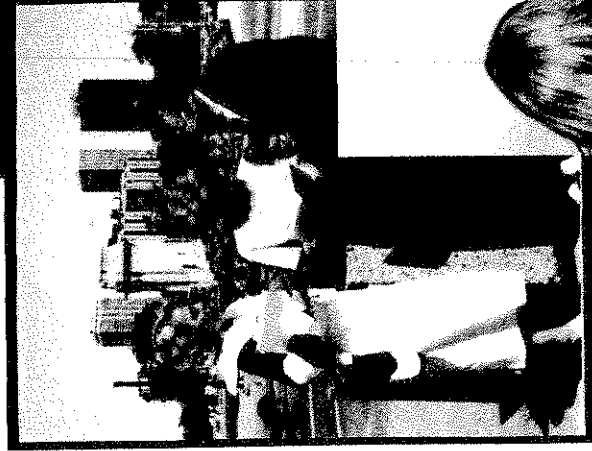
Spring

456 Child & Adolescent Art Therapy	2
462 Art Therapy & Psychopathology	2
464 Psychology of Artistic Creativity	2
465 The Use of Art in Family Counseling	2
466 The Use of Art in Marriage Counseling	2
Total 10	

SECOND YEAR

Summer

467-469 Small Group Supervision in Art Therapy	3
470 Internship in Art Therapy	4
498 Research Seminar or 500 M.A. Paper	2
Total 9	



DOCTOR OF PSYCHOLOGY (PSY.D.) PROGRAM

INTRODUCTION

The philosophy of Adler School's clinically-oriented Doctor of Psychology (Psy.D.) degree program in clinical psychology has been guided by the recognized model of training professional psychologists as adopted by the Conference on Patterns and Levels of Training in Psychology of the American Psychological Association (APA) held in Vail, Colorado, in 1973.

This model for training the professional psychologist has been implemented in a number of graduate institutions throughout the United States. Graduates of recognized programs are eligible for licensure or certification in all 50 states and other jurisdictions, such as the District of Columbia and Puerto Rico.

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

OVERVIEW

The four-year, 145 credit hour Psy.D. curriculum consists of 135 credit hours of required courses, practice, and doctoral dissertation; 10 hours of electives; and a one-year internship. The curriculum integrates scientific, clinical, and theoretical aspects of professional psychology. Areas of instruction include psychological assessment, history and systems, cognitive-affective bases of behavior, intervention, psychopathology, perception, motivation, research design and methodology, professional issues, statistics, biological and social determinants of behavior, and clinical skill development.

The Doctor of Psychology (Psy.D.) degree program in clinical psychology provides a broad base of knowledge in the foundations of psychology, including theories, concepts, and techniques regarding human development, human behavior, and psychological disorders. Supervised skill development and clinical training enables graduates to utilize psychological theories and techniques with an emphasis on Adlerian Psychology.

M.A. DEGREE OPTION

Students in the doctoral program may elect to earn a Master of Arts degree from Adler School while pursuing the Psy.D. degree by fulfilling additional course and program requirements. Admission and graduation requirements for a master's degree are specified in previous sections. Interested students should contact the Office of Admissions for further information.

ADMISSION REQUIREMENTS

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

licants should have the equivalent of at least eighteen semester credit hours in psychology, or a related field, with a grade point average of "B" or better. Minimum required courses include general psychology, personality theory, abnormal psychology, and psychometrics or statistics. In some cases, it may be necessary for applicants to obtain additional psychology courses, without graduate credit, at Adler School or another accredited institution before final acceptance into the doctoral program can be completed. A personal interview is required of all Psy.D. applicants before the Admissions Committee makes its final decision.

REVIEW OF APPLICATIONS

The application deadline for the Fall Term is February 1. Applicants for the Fall Term will be notified of acceptance by April 1. The student must then notify the Office of Admissions of the intent to matriculate by April 15. Space permitting, late applications are accepted subject to the Council of Graduate Departments of Psychology (COGDOP) criteria which state that any acceptance given or left in force after April 15 commits the student not to solicit or accept an offer from the Adler School without first obtaining a written release from the institution to which a commitment has already been made.

ADVANCED STANDING

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

WAIVER OR TRANSFER OF CREDIT

Thirty-six credit hours may be transferred from another accredited institution. Any course work taken more than five years prior to enrollment may not be recognized as transferrable and will be evaluated on a course-by-course basis.

A maximum of six hours of graduate level transfer credit may be applied to fulfill practicum requirements. Proof of such clinical training and supervision by a licensed doctoral-level psychologist must be provided. No credit may be used to fulfill elective requirements.

Students who believe that they have relevant training or course work equivalent to that required in the Psy.D. program may request a course waiver from that requirement. Zero credit is granted for courses waived. Students must substitute other courses to achieve the necessary credit hours required.

The official determination of acceptable transfer of credit will not be considered until an individual has been accepted and is enrolled in course work. Students may be required to pass an examination, audit a course, or submit written documentation. Only in unusual circumstances may a student petition for recognition exceeding the 36 credit hour maximum. All doctoral students must be enrolled in the Psy.D. program for at least two years (60 credit hours) irrespective of the number of credits transferred in. Only in unusual circumstances, and with prior approval, will matriculated students be permitted to take courses at other institutions and receive transfer credit.

Questions regarding waivers or transfers of credit should be directed to the Dean of Students.

STUDENT LOAD

All students are required to carry a minimum of five credit hours each term, excluding summer. Students carrying 5-9 credit hours each term are considered half-time. To be considered full-time, a student must carry a load of 10 or more credit hours each term, except summer. Students who are carrying a full-time load while attending Adler School are encouraged to limit any employment to part-time in order to allow adequate time for classes, study, and practicum.

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

First priority for admission is given to those students who plan to take an academic load of 10 or more credit hours each regular term.

DOCTORAL SCHOLARS

This honors program is open to a select group of graduate scholars chosen to receive instruction and supervision from highly qualified faculty. The program represents an unusual opportunity for qualified, serious students of superior promise in the field of clinical psychology.

Candidates for the program must have completed previously at least the first year of the doctoral program in clinical psychology at Adler School. Requirements for selection include a high grade point average in graduate course work, self-motivation, and a commitment to pursuing studies at a rigorous level under the mentorship of a senior member of the faculty. The typical content and scheduling of both required and elective courses will be rearranged so as to provide an individualized plan for each scholar chosen for the program. Interested students should contact the Office of the Provost.

PRACTICUM

An integral part of the doctoral program is the acquisition of knowledge, skills, attitudes, and values gained through clinical practica under supervision. During the second and third years of the program, students spend at least one or two days per week in an approved practicum placement. Students should have a satisfactory plan for completing all of the first year course requirements prior to applying for a practicum. Continuation in an approved practicum is contingent upon successful completion of the Written Qualifying Examination. Students who have not passed this examination by the end of the second term of practicum may not be permitted to register for practicum until this requirement has been satisfied.

Practicum placements are arranged by the student with assistance from the Office of Clinical Training. Practicum requirements may be satisfied through a combination of experiences afforded by the Rudolf and Sadie "Tee" Dreikurs Psychological Services Center, hospitals, university health and community mental health centers, social service agencies, and other human service facilities.

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

Students should contact the Office of Clinical Training for specific information regarding practicum requirements.

INTERNSHIP

The fourth year of the program is devoted to a one-year, full-time, 2,000-hour internship at an approved site. Standards of the State of Illinois Department of Professional Regulation, APIC, the American Psychological Association, and the Council for the National Register of Health Service Providers in Psychology are used in approving an internship site. A limited number of approved internships are available to students at the Adler School's Rudolf and Sadie "Tee" Dreikurs Psychological Services Center.

Only students who have passed both the Written Qualifying Examination and the Clinical Qualifying Examination are eligible to begin an internship. The Office of Clinical Training maintains a file of approved internship sites and assists students in making necessary applications. The predoctoral internship is an essential component of the Psy.D. program and can never be waived.

Most approved internships begin in September following application which is usually made the prior fall. Students should contact the Office of Clinical Training for specific information regarding internship requirements.

LICENSURE/REGISTRATION

The doctoral program was designed to comply with agencies and organizations such as the Illinois Department of Professional Regulation requirements, standards of the American Psychological Association, and criteria of the Council of the National Register of Health Service Providers in Psychology.

Graduates of the Adler School of Professional Psychology are eligible to take the examination to become a licensed psychologist in a number of states including Illinois and Indiana. Adler School cannot, however, assure that graduates will be able to meet the licensure/registration requirements in every state. Students are expected to ascertain a particular state's requirements for licensing and registration as a psychologist prior to entering the Psy.D. program.

RESIDENCY REQUIREMENTS

In order to receive the Psy.D. degree, a residency requirement must be satisfied by all students. This requirement may be satisfied in either of the following ways:

1. Completion of a minimum of nine credit hours or more per term for three consecutive terms, which may include the summer term, or
2. Completion of 30 credit hours within one twelve-month period.

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

COMPETENCY REQUIREMENTS

In addition to satisfying course work, practica, and other program requirements, students must also complete Professional Competency requirements. After a student has completed the equivalency of the first year of graduate study, a Written Qualifying Examination must be passed. This examination assesses the student's knowledge of the first-year courses and basic foundations of psychology.

At the end of the second year, a Clinical Qualifying Examination is required in order to demonstrate the ability necessary to become a competent psychologist. A comprehensive psychological report on an individual case which integrates assessment material, social history, diagnosis, and treatment plan must be submitted along with two audio/video-taped therapy sessions. Following a review of the materials submitted, the student must present the case orally to a faculty committee. Satisfactory completion of this competency evaluation signifies that the student has advanced to Candidate for Internship status.

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

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

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

DOCTORAL DISSERTATION

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

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

Following completion of the Oral Defense of the Dissertation, students are expected to make a presentation of their work at a public event such as an open house, symposium, conference, or other such occasion.

GRADUATION REQUIREMENTS

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

1. Complete 145 credit hours of requirements and electives
2. Maintain at least a 3.0 GPA
3. Complete all practica and field experiences
4. Complete all professional competency examinations
5. Complete the doctoral dissertation and oral defense
6. Complete an approved internship
7. Fulfill the residency requirement

DOCTOR OF PSYCHOLOGY CURRICULUM

Required Core Courses

401 Principles of Adlerian Psychology	109 cr
431 Group Leadership	3 cr
471 Continuing Case Seminar	1 cr
498 Research Seminar or 500 M.A. Graduate Paper	2 cr
505 Professional Issues & Ethics	2 cr
511 Clinical Assessment & Interviewing	3 cr
515 Introduction to Life Style Diagnosis	3 cr
521 Introduction to Psychotherapy	2 cr
522 Adlerian Approaches to Psychotherapy	2 cr
531 Theories of Group Psychotherapy	2 cr
535 Psychodynamics of Psychopathology: Adlerian	3 cr
541 Adlerian Approaches to Family Counseling	2 cr
623 Advanced Life Style Diagnosis	2 cr
625 Life Span I	3 cr
626 Life Span II	3 cr
627 Assessment I: Intelligence Testing	3 cr
628 Assessment II: Personality Inventories	3 cr
629 Assessment III: Projective Testing	3 cr
630 Psychophysiology I: Theory	3 cr
632 Cognitive-Affective Bases of Behavior	3 cr
633 Perception, Motivation & Learning	2 cr
634 History & Systems	3 cr
635 Introduction to Health Psychology	3 cr
638 Research I: Inferential Statistics & Methodology	3 cr
639 Research II: Multivariate Statistics & Methodology	3 cr
642 Social Psychology	2 cr
643 Advanced Psychotherapy	3 cr
644 Psychopathology: Child & Adolescent	3 cr
645 Psychopathology: Anxiety-Based & Personality Disorders	3 cr
646 Psychopathology: Psychotic & Depressive Disorders	3 cr
648 Research III: Advanced Psychometrics	3 cr
650 Psychopharmacology	2 cr
653 Rehabilitation Psychology	2 cr
656 Marriage & Family Therapy I	2 cr
661 Marriage & Family Therapy II	3 cr
670 Cultural Differences in Psychotherapy	3 cr
671 Seminar: Cultural Differences in Psychotherapy (1 credit hour each)	2 cr
672 Psychophysiology II: Clinical Applications	2 cr
675 Gender Issues in Psychotherapy	2 cr
676 Seminar: Gender Issues in Psychotherapy (1 credit hour each)	2 cr
699 Doctoral Dissertation	9 cr
701 Doctoral Dissertation Seminars	0 cr

Electives

10 cr

Clinical Requirements

601 Practicum Seminar I: The Psychological Report	26 cr
602 Practicum Seminar II: Preparation for Professional Practice	3 cr
603 Practicum Seminar (2 credit hours each)	3 cr
611-616 Practicum I-VI (2 credit hours each)	8 cr
700 Doctoral Internship	12 cr
702 Doctoral Internship Seminars	0 cr
	0 cr

Total 145 cr

Suggested Course Sequence

Courses are scheduled each term to follow the suggested sequence.

FIRST YEAR

Summer Term

401 Principles of Adlerian Psychology	3
511 Clinical Assessment & Interviewing	3
521 Introduction to Psychotherapy	2
Total 8	

Fall Term

505 Professional Issues & Ethics	3
625 Life Span I	3
627 Assessment I: Intelligence Testing	3
644 Psychopathology: Child & Adolescent	3
Total 12	

Winter Term

431 Group Leadership	1
535 Psychodynamics of Psychopathology: Adlerian	3
626 Life Span II	3
628 Assessment II: Personality Inventories	3
633 Perception, Motivation & Learning	2
Total 12	

Spring Term

515 Introduction to Life Style Diagnosis	2
629 Assessment III: Projective Testing	3
632 Cognitive-Affective Bases of Behavior	3
645 Psychopathology: Anxiety-Based & Personality Disorders	3
Total 11	

SECOND YEAR

Summer Term

471 Continuing Case Seminar	2
498 Research Seminar or 500 M.A. Graduate Paper	2
522 Adlerian Approaches to Psychotherapy	2
646 Psychopathology: Psychotic & Depressive Disorders	2
670 Cultural Differences in Psychotherapy	2
Total 11	

Fall Term
 601 Practicum Seminar I: The Psychological Report 3
 611 Practicum I 2
 630 Psychophysiology I: Theory 3
 638 Research I: Inferential Statistics & Methodology 3
Total 11

Winter Term
 602 Practicum Seminar II: Preparation for Professional Practice 3
 612 Practicum II 2
 639 Research II: Multivariate Statistics & Methodology 3
 656 Marriage & Family Therapy I 3
 672 Psychophysiology II: Clinical Applications 2
Total 13

Spring Term
 603 Practicum Seminar 2
 613 Practicum III 2
 623 Advanced Life Style Diagnosis 2
 648 Research III: Advanced Psychometrics 2
 650 Psychopharmacology 2
Total 10

THIRD YEAR

Summer Term
 541 Adlerian Approaches to Family Counseling 2
 634 History & Systems 3
 643 Advanced Psychotherapy 3
 701 Doctoral Dissertation Seminar 0
 702 Doctoral Internship Seminar 0
Total 8

Fall Term
 531 Theories of Group Psychotherapy 2
 603 Practicum Seminar 2
 614 Practicum IV 2
 661 Marriage & Family Therapy II 3
 671 Seminar: Cultural Differences in Psychotherapy 1
 675 Gender Issues in Psychotherapy 2
 701 Doctoral Dissertation Seminar 0
 702 Doctoral Internship Seminar 0
Total 12

Winter Term
 603 Practicum Seminar 2
 615 Practicum V 2
 653 Rehabilitation Psychology 2
 671 Seminar: Cultural Differences in Psychotherapy 1
 676 Seminar: Gender Issues in Psychotherapy 1
 701 Doctoral Dissertation Seminar 0
 702 Doctoral Internship Seminar 0
 Electives 3
Total 11

Spring Term
 603 Practicum Seminar 3
 616 Practicum VI 2
 642 Social Psychology 2
 676 Seminar: Gender Issues in Psychotherapy 1
 701 Doctoral Dissertation Seminar 0
 702 Doctoral Internship Seminar 0
 Electives 3
Total 10

FOURTH YEAR

Summer Term
 635 Introduction to Health Psychology 3
 701 Doctoral Dissertation Seminar 0
 702 Doctoral Internship Seminar 0
 Electives 4
Total 7

Fall Term
 699 Doctoral Dissertation 3
 700 Doctoral Internship 0
 701 Doctoral Dissertation Seminar 0
 702 Doctoral Internship Seminar 0
Total 3

Winter Term
 699 Doctoral Dissertation 3
 700 Doctoral Internship 0
 701 Doctoral Dissertation Seminar 0
 702 Doctoral Internship Seminar 0
Total 3

Spring Term
 699 Doctoral Dissertation 3
 700 Doctoral Internship 0
 701 Doctoral Dissertation Seminar 0
 702 Doctoral Internship Seminar 0
Total 3

Summer Term
 700 Doctoral Internship 0
 702 Doctoral Internship Seminar 0
Total 0

CERTIFICATE IN SUBSTANCE ABUSE COUNSELING

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

Graduates are eligible for provisional certification as a substance abuse counselor by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA) upon passing the IAODAPCA examination. Graduates who pass the examination are currently assured reciprocity in 27 other states.

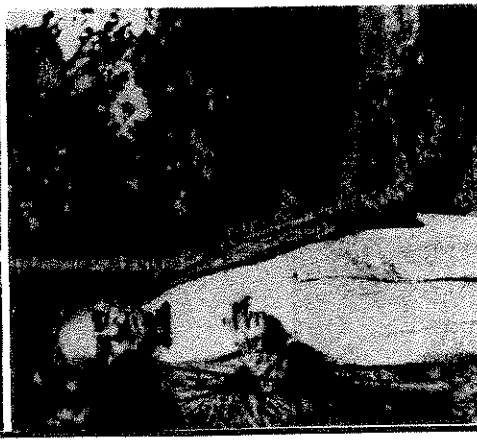
Applicants to this certificate program must have an earned baccalaureate degree or the equivalent from an accredited institution. Applicants should have a grade point average (GPA) of 3.0 or better on a 4.0 scale during the last sixty credit hours of study. Students admitted to the program receive graduate credit for work successfully completed. Credit for the substance abuse courses may be also applied to other available programs. Applications are available from the Office of Admissions.

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

Other states may recognize course work and practicum experience earned at the School 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.

Required Courses

401 Principles of Adlerian Psychology	3 cr
405 Advanced Abnormal Psychology	2 cr
415 Theories of Personality	2 cr
431 Group Leadership	1 cr
441 Introduction to Substance Abuse	4 cr
442 Social & Clinical Aspects of Substance Abuse	4 cr
443 Theories & Techniques of Substance Abuse Counseling I	2 cr
444 Theories & Techniques of Substance Abuse Counseling II	2 cr
445 Practicum in Substance Abuse Counseling I	2 cr
446 Practicum in Substance Abuse Counseling II	2 cr
Total	24 cr



Alfred Adler from age 15 through 64

POSTGRADUATE CERTIFICATE IN ADLERIAN PSYCHOTHERAPY

The Postgraduate Certificate program is designed to provide specialized training in the principles and techniques of Adlerian psychotherapy. 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 specialty in the field of Adlerian psychotherapy. The certificate program can be tailored to meet individual needs. To receive the Postgraduate Certificate in Adlerian Psychotherapy, a student must complete a minimum of 32 credit hours including practicum, family education field experience, and an oral examination.

PRACTICUM & FAMILY EDUCATION EXPERIENCES

An integral part of the certificate program is the supervised practicum experience provided through the Rudolf and Sadie "Tee" Dreikurs Psychological Services Center or other approved settings. Concurrent with the practicum experience, students receive individual and small group supervision by faculty. In addition, students are involved in the School's family education activities. Through these supervised activities, students acquire the professional abilities necessary to work effectively with individuals, families, and groups.

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

POSTGRADUATE CERTIFICATE REQUIREMENTS

Required Courses	22 cr
401 Principles of Adlerian Psychology	3 cr
431 Group Leadership	1 cr
471 Continuing Case Seminar	2 cr
515 Introduction to Life Style Diagnosis	2 cr
522 Adlerian Approaches to Psychotherapy	2 cr
535 Psychodynamics of Psychopathology: Adlerian	3 cr
502-504 Small Group Supervision I-III (1 credit hour each)	3 cr
506 Practicum (2 credit hours each term)	6 cr
623 Advanced Life Style Diagnosis	2 cr
Electives	8 cr
Total	32





COURSE DESCRIPTIONS

OVERVIEW

A description of the courses normally offered appears on the following pages. All courses are listed with the prerequisites and credit which is awarded upon successful completion. Unless otherwise noted, all course credit is in trimester hours.

In order to provide a wide variety of topics of interest to students, special courses varying from one to three credit hours are developed from time to time in addition to those listed in the Catalog and are published in each term's Course Schedule.

COURSES

335 Psychodrama

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

347 The Use of Art in Counseling

Experience in the uses of art which are applicable to therapy and counseling is provided. The course includes an introduction to group approaches to art therapy through demonstration and active participation of the class in the therapeutic process. This course demonstrates Adlerian theory through the use of art and is designed especially for counselors, occupational therapists, and teachers. (2 credit hours)

348 Art-Related Techniques for the Classroom/ART

This experiential course is designed to introduce the classroom teacher or guidance counselor to the uses of art in order to promote group cohesion, enhance student social interest and self-esteem, promote cooperation, and decrease competitive atmosphere. The link between art and learning is also explored. (3 credit hours)

351 Classroom Management & Cooperative Discipline

Practical skills in understanding and dealing with day-to-day classroom management and the dynamics of interpersonal relations in everyday interactions are provided. The course focuses on the application of Adlerian principles for recognizing and dealing more effectively with the verbal and nonverbal, rational and irrational communications, and the hidden agenda underlying behavior. (4 credit hours)

352 Systematic Training for Effective Teaching/STET

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

353 Personal Leadership Styles in the Classroom

Prerequisite: 351 or 352. An exploration of counseling theory as it pertains to the educator's understanding of his/her own behavior and that of the personnel or students for whom he/she is responsible is presented. Private logic, life style, classroom atmosphere, and problem solving group skills are explored. (3 credit hours)

355 Kids in Crisis

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

356 Cultural & Gender Differences in the Classroom

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

357 Successful Action Strategies/SAS

This course helps students develop as responsible, cooperative class members. The course focuses on use of techniques such as sociodrama (role-playing issues of concern to the group to enhance understanding), sociometry (examining connections between students), and class meetings (training students in problem solving and communication skills). Teachers from preschool through grade 12 learn action techniques for all curriculum in all settings. (2 credit hours)

358 Learning Styles & Educational Impairments

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

359 Building Self-Esteem: A Blueprint for Teachers

Students study and experience techniques for assessing, improving, and maintaining increased levels of self-esteem in both students and teachers. The course focuses on the nature of self-esteem, cognitive distortions, arming for an appropriate response to internal and external criticism, developing an appreciation for one's self-worth, and the language of self-esteem. Modeling self-esteem for students, enhancing relationships with parents, and increased overall classroom effectiveness are covered. (4 credit hours)

360 Teacher Survival Skills

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

362 Psychoeducational Assessment

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

365 Child & Adolescent Disorders

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

401 Principles of Adlerian Psychology

The theoretical principles of Individual Psychology as a basis for understanding the learning and perceptual influences upon the development of personality and the creation of an individual's life style in reference to the family constellation are presented. This course explores the 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 life tasks including vocation, interpersonal relationships, love/sex, dealing with oneself, and exploring the meaning of existence. (3 credit hours)

405 Advanced Abnormal Psychology

This course covers the development, symptoms, and patterns of maladaptive behavior. Topics covered include the onset and progression of the neuroses, psychoses, personality disorders, sexual disorders, alcoholism, drug abuse, and the structural and chemical disorders of the mental processes. Students are introduced to current DSM categorization and classification of psychological phenomena. This subject matter is prerequisite for admission into the M.A. and Psy.D. programs; therefore, credit for this course is not applicable to either program. (2 credit hours)

411 Psychometric Methods

This course is designed to provide the student with a basic psychometric background for assessment methods and standardized tests. Topics include construction and standardization of tests, reliability and validity, vocational and interest inventories, and aptitude tests. This subject matter is prerequisite for admission into the Psy.D. program; therefore, credit for this course is not applicable to the program. (2 credit hours)

415 Theories of Personality

A comparative study of the major theories of personality is presented. The nature of personality is examined from various points of view including the psychodynamic, humanistic, existential, behavioral, and cognitive. This subject matter is prerequisite for admission into the Psy.D. program; therefore, credit for this course is not applicable to the program. (2 credit hours)

431 Group Leadership

Group leadership skills for an adult education setting including parent or teacher education groups and marriage enrichment groups are presented. Emphasis is on conducting an effective Adlerian-oriented education curriculum for lay audiences of parents, couples, and/or teachers. Students are required to lead or colead an on-going group, under faculty supervision, and observe four open forum family counseling demonstrations. (1 credit hour)

441 Introduction to Substance Abuse

This introductory course is designed to provide an overview of chemical dependence and other addictive behaviors. Included is an overview of the information needed to assess and treat chemical dependence and other addictive behaviors; provide understanding of the difference between abuse and dependence; recognize dual disorders; and understand the basic physiological, pharmacological, and medical aspects of chemical dependence. Topics relevant to professionals for treatment and ethical practice include legal aspects, historical perspectives, models of addiction, bio-psycho-social aspects, role of self-help groups, family dysfunction, and working with referral sources. Consideration for how these aspects apply to special populations such as minorities, adolescents, women, and HIV-positive clients are discussed. (4 credit hours)

442 Social Clinical Aspects of Substance Abuse

Prerequisite: 441. Major theories of etiology, dynamics, and psychopathology of substance abuse are presented within the context of human development. Clinical information enhances understanding of problems related to chemical dependence, addictive behaviors, and family systems theory. Clinical concepts, terminology, and treatment modalities including group, individual, and family counseling techniques are discussed. Importance of the clinical setting are discussed with emphasis on utilization of supervision, mandated limits of confidentiality, professional ethics, and staff dynamics. (4 credit hours)

443 Theories & Techniques of Substance Abuse Counseling I

Prerequisites: 441 and 442. Components of assessment and treatment are explored. The student learns and practices effective counseling skills in three areas: (1) intake assessment including crisis intervention, suicide risk, data gathering, recognition of symptoms, patient orientation, and making referrals; (2) treatment planning including recognition of relapse triggers, methods of documentation, and case presentations in staff meetings; and (3) case management including patient education, recognition of dynamics within counseling, utilization of support groups, and preparation of treatment summaries. (2 credit hours)

444 Theories & Techniques of Substance Abuse Counseling II

Prerequisites: 441, 442, and 443. This course is designed to develop counseling skills concurrently with practicum field experiences. A group supervision model provides the student with an opportunity to apply previously learned concepts while working in an outside field experience. Emphasis is on written and oral case presentations in the areas of counseling skills, intake assessment, treatment planning, and case management. Students are expected to recognize professional and legal considerations relevant to ethics, confidentiality, working with referral sources, special populations, treatment options, and models of addiction. (2 credit hours)

445-446 Practicum in Substance Abuse Counseling I & II

Prerequisites: 441 and 442. Each student is involved in an approved field placement experience to integrate knowledge and skills in a clinical setting. Students are required to spend a minimum of 300 hours in a supervised field experience. (2 credit hours each)

447-449 Substance Abuse Small Group Supervision I-III

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

450 Current Approaches to Substance Abuse Counseling

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

451 Seminar in Education: Case Presentation

Prerequisites: 351 or 352. Students are responsible for presenting actual classroom situations and experiences in order to better understand and apply theory to practice of dealing with classroom problems. A variety of approaches is explored through case presentation, role play, and structured exercises in small groups. (2 credit hours)

455 Art Therapy: History & Development

Prerequisite: 347. The origin and history of art therapy as a therapeutic discipline is examined through reading, discussion, graphic art response, and learner presentations. (2 credit hours)

456 Child & Adolescent Art Therapy

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

457 Comparative Art Therapy Theories

Prerequisites: 347 and 401. The fundamental elements of the four modes of art therapy are presented through art experiments demonstrating each mode, reading theorists who function within each mode, lectures designed to integrate experience and cognition, and writing to organize learning. (2 credit hours)

458 The Use of Art in Clinical Assessment

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

459 The Use of Art with Dreams

Prerequisite: 347. The Adlerian approach to dreams and other dream theories are presented. Students use their own dreams in a group setting to understand different techniques for using dream work in the therapeutic process. Special emphasis is placed upon drawing the dream, understanding the visual image as a symbol, and metaphor for therapeutic change. (2 credit hours)

460 Professional Issues & Art Therapy

Prerequisites: 347, 401, and 511. Professional ethics and law as related to the field of art therapy are examined. A study of current ethical issues in art therapy is presented. Students make presentations of various ethical questions with explorations and examinations of possible solutions. (2 credit hours)

461 Art Therapy Studio: Professional Development

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

462 Art Therapy & Psychopathology

Prerequisites: 347, 401, 511, and 535. This course is an orientation to varied psychiatric settings through independent reading. Emphasis is on psychopathology and its relationship to creativity, showing selected applications of art therapy for specific populations. (2 credit hours)

463 Art Therapy with Addictive Populations

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

464 Psychology of Artistic Creativity

Prerequisites: 347 and 457. The psychological dynamics of artistic creativity is examined and includes an in-depth study of an individual artist and an in-class presentation of a self-designed art experiment based upon the life and work of that artist. (2 credit hours)

465 The Use of Art in Family Counseling

Prerequisites: 347 and 401. This course focuses on the understanding of family dynamics and treatment strategies involving approaches in art therapy through readings, lectures, discussions, and demonstrations. Students experience application of art therapy to family dynamics in a group setting and also design and present an in-class art experiment based upon reading they have done. (2 credit hours)

466 The Use of Art in Marriage Counseling

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

467-469 Small Group Supervision in Art Therapy

Prerequisites: 35 credit hours from the Art Therapy program and concurrent with Internship in Art Therapy. Small group supervision provides students with an opportunity to develop clinical skills, values, and attitudes in a supervised setting. (1 credit hour each)

470 Internship in Art Therapy

Prerequisites: 35 credit hours from the Art Therapy program. This internship program requires 1,000 hours of clinical art therapy under the supervision of a registered art therapist. (4 credit hours)

471 Continuing Case Seminar

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

498 Research Seminar

Prerequisite: 411. This course integrates the student's academic program of study and clinical interests with an introduction to research design and methodology. Students are expected to conduct an extensive review of psychological literature and research from the field, prepare written critical reviews, make oral presentations, and prepare a major research paper in an area of special interest. Students in the doctoral program find this course helpful in preparing for the dissertation. Emphasis is placed on the use of the American Psychological Association standards for the preparation of manuscripts. This course may be waived for students who have previously completed an M.A. or doctoral thesis utilizing APA guidelines. (2 credit hours)

499 Independent Study

Prerequisite: Approval of the Dean of Faculty. Students in degree programs are provided with an opportunity to pursue advanced study in special areas where they seek further knowledge and for which Adler School does not normally provide a course of study in the field of interest. This is a self-directed study under faculty supervision in any theoretical or clinical aspect related to the curriculum. (1-4 credit hours)

500 M.A. Graduate Paper

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

502-504 Small Group Supervision I-III

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

505 Professional Issues & Ethics

The legal, ethical, and professional issues in the delivery of mental health services are examined. Topics include ethical standards, privacy, confidentiality, credentialing, mental health codes and legislation, certification and licensure, professional organizations, and insurance in various settings such as hospitals, clinics, private practice, schools, business and industry, government, and community. (3 credit hours)

506 M.A. Practicum

Prerequisites: Second Year Status and Approval of the Director of Clinical Training. M.A. students must complete at least 165 clinical hours of supervised counseling in the Rudolf and Sadie "Tee" Dreikurs Psychological Services Center or other approved placement with a minimum of five clients. Students arrange for sessions with an approved supervisor and the Director of Clinical Training. (2 credit hours)

511 Clinical Assessment & Interviewing

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

515 Introduction to Life Style Diagnosis

Prerequisite: 401. Students are introduced to the family constellation and to early recollections, their meaning, significance, and their usefulness in helping to gain an understanding of the individual's life style and outlook on life. The early social milieu in which the individual develops fundamental attitudes is discussed with an emphasis on understanding the importance of other family members in relation to the individual's subjective view of him/herself and the world. (2 credit hours)

516 Dream Interpretation

Prerequisites: 511 and 515. The focus of this course is on dream interpretation. Students may present their own dreams in a group setting. The techniques for analysis of dreams using Adlerian approaches and other dream theories and clinical techniques such as Freudian, Jungian, and Gestalt are presented. (2 credit hours)

521 Introduction to Psychotherapy

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

522 Adlerian Approaches to Psychotherapy

Prerequisites: 401 and 521. The development of knowledge and practical application of Adlerian approaches to psychotherapy are presented. Special emphasis is placed upon the respective roles of the therapist, the client, and the nature of the therapeutic relationship. The major features of the therapeutic situation including rapport, analysis, interpretation, resistance, insight, changes in goals and movement, and termination are examined. (2 credit hours)

531 Theories of Group Psychotherapy

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

532 Group Psychotherapy Skill Development

Prerequisite: 531. The theories learned in 531 are continued utilizing an on-going small experiential group with emphasis on group development phases and skill competencies in facilitation of group development and balancing group needs with individual needs. (2 credit hours)

535 Psychodynamics of Psychopathology: Adlerian

Prerequisites: 401 and 405. The psychodynamics of psychopathology from an Adlerian perspective are presented. The creation, maintenance, and purpose of symptoms and the psychodynamics of neurosis, psychosis, personality, and psychosomatic disorders are covered. (3 credit hours)

536 Professional Development: An Experiential Course

Prerequisite: 401 recommended. This course is conducted as an experiential small group process class. As members of a group, students experience group dynamics and have an opportunity to increase self-understanding and skills in the areas of personal, interpersonal, small group communication, and professional development in a setting where constructive feedback may be obtained from others. The focus of the course is on the development of self-awareness and sensitivity to others. As members of a group, students are expected to participate with openness and candor. (2 credit hours)

541 Adlerian Approaches to Family Counseling

Prerequisite: 401. This lecture/demonstration course focuses on the understanding of family dynamics. Discussion of the family system, issues of responsibility, academic and social inadequacies, rivalry and friction between children, and various forms of norm-violating behavior are included. Students are afforded an opportunity to observe family counseling demonstrations and to examine counseling techniques for improvement of parent-child relationships. (2 credit hours)

543 Counseling Children & Adolescents

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

551 Introduction to Gerontology

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

552 Aging & the Family

Prerequisite: 551. A multidisciplinary approach to the study of aging is presented. This includes changing family functions and their consequences with reference to work force participation, financial status, health status of the aged and its implications for the family, housing needs, leisure in contemporary and future society, psychosocial needs through the life cycle, and aging as a positive force within the social system. The role of institutions in the provision of services for the aged is covered also. (3 credit hours)

553 The Psychology of Aging

Prerequisites: 551 and 552. This course covers the psychological dynamics of post-middle age until death. Research and theory of the meaning of the experiences of retirement, physical disabilities, loss of loved ones, institutionalization, sensory and perceptual capacities, learning and memory, personality, and life review are presented. (3 credit hours)

554 Research Seminar in Aging

Prerequisites: 551, 552, and 553. Contemporary literature on gerontology and related topics are reviewed and discussed. (3 credit hours)

555 Continuous Enrollment

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

556-557 Practicum in Gerontology

Prerequisite: Approval of the Director of Clinical Training and the Coordinator of the Gerontology Program. A 300-hour practicum experience in working with the geriatric population is required. (2 credit hours)

558-559 Small Group Supervision in Gerontology

Prerequisite: Concurrent with 556-557. The small group supervision series is taken concurrently with the student's practicum experiences. Students are required to actively counsel clients in order to make case presentations. (1 credit hour each)

601 Practicum Seminar I: The Psychological Report

Prerequisite: Concurrent with Psy.D. practica. This course presents a format for writing a psychological report based upon clinical interview and psychological test instruments. It is recommended that students take this seminar soon after beginning practicum. (3 credit hours)

602 Practicum Seminar II: Preparation for Professional Practice

Prerequisite: Concurrent with Psy.D. practica. Topics covered in this course include networking, professional associations, consultation, teaching, private practice, and supervision. Additional functions and responsibilities performed by psychologists are introduced. It is recommended that students take this seminar soon after beginning practicum. (3 credit hours)

603 Psy.D. Practicum Seminar

Prerequisite: Concurrent with Psy.D. practica. An essential aspect of the doctoral program is the supervised development of skills, techniques, attitudes, and values expected of the professional psychologist. Concurrent with the practicum field experiences, the practicum seminar enhances the relevance of theoretical and academic perspectives in the clinical setting. A variety of topics and clinical experiences are offered through class discussion, case presentation, role-play, and structured exercises. (8 credit hours required)

611-616 Psy.D. Practicum I-VI

Prerequisite: Second year Psy.D. status and approval of Director of Clinical Training. During the second year of the doctoral program, each student is involved in supervised practica experiences. Students are expected to spend at least one to two days per week in a practicum placement. The Office of Clinical Training assists each student in identifying a practicum placement in various agencies, hospitals, mental health centers, other human service organizations, and the School's Rudolf and Sadie "Tee" Dreikurs Psychological Services Center. Students are required to obtain at least 1,000 hours of supervised clinical experience and assessment in different settings with diverse populations (e.g., children, adolescents, adults, minorities) and in the application of a broad range of modalities including individual, family, and group therapy. (2 credit hours each)

623 Advanced Life Style Diagnosis

Prerequisite: 515. This course is a continuation of the introductory course in life style. Major attention is on the administration, interpretation, and utilization of life style assessment. (2 credit hours)

625 Life Span I

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

626 Life Span II

Prerequisite: 625. Social, biological, and psychological issues of adulthood and aging are presented. Cognitive functioning, psycho-social aspects of aging, coping and adaptation, retirement, death bereavement, and related gerontological issues are explored. (3 credit hours)

627 Assessment I: Intelligence Testing

This course is an introduction to principles and theories of psychological assessment, administration, scoring, interpretation, and report writing. Focus is on the standard intellectual and neurological tests for children and adults with such instruments as the WAIS-R and Stanford-Binet. (3 credit hours)

628 Assessment II: Personality Inventories

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

629 Assessment III: Projective Testing

Prerequisites: 627 and 628. Assessment of personality using the Rorschach, Thematic Apperception Test, CAT, and other projective instruments are presented. Students are expected to administer, score, and interpret major projective tests, and write psychological evaluation reports. (3 credit hours)

630 Psychophysiology I: Theory

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

632 Cognitive-Affective Bases of Behavior

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

633 Perception, Motivation & Learning

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

634 History & Systems

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

635 Introduction to Health Psychology

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

638 Research I: Inferential Statistics & Methodology

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

639 Research II: Multivariate Statistics & Methodology

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

- 641 Marital Family Research Seminar**
Theory and research techniques as they apply to marital and family systems are examined. (1-4 credit hours)
- 642 Social Psychology**
A study of the impact of social psychological forces on the individual is presented. Themes include social learning theory, personality development, and behavior in the context of social groups, psycholegal issues, sexual liberation, and ethnic conflict. (2 credit hours)
- 643 Advanced Psychotherapy**
Prerequisites: 522 and second year status. This advanced course addresses specific topics in psychotherapy with individuals and variations in therapeutic approach required in different clinical situations. Attention is given to differences in goals, content, and process at various stages of therapy. Students are required to present clinical material. (3 credit hours)
- 644 Psychopathology: Child & Adolescent**
Prerequisite: 405. An understanding of the major psychological disorders of childhood and adolescence is provided. The focus is on the interaction of biogenic, familial, environmental, and sociocultural factors. The importance of individual differences and responsibility in utilizing diagnostic labels is stressed. (3 credit hours)
- 645 Psychopathology: Anxiety Based & Personality Disorders**
Prerequisite: 405. Clinical manifestations of psychopathology in adults are examined in this course. Topics covered include phobias, dissociative and somatoform reactions, and personality and psychosexual disorders. (3 credit hours)
- 646 Psychopathology: Psychotic & Depressive Disorders**
Prerequisite: 405. Psychotic disorders including the schizophrenias, mood, and organic disorders are covered. (3 credit hours)
- 648 Research III: Advanced Psychometrics**
Prerequisite: 411 or the equivalent. This course focuses on measurement theory and practice. Current psychometric issues are discussed such as scaling, item analysis, latent trait theory, and Bayesian statistics. (2 credit hours)
- 650 Psychopharmacology**
Prerequisite: 630. The basic scientific principles and clinical information needed for a basic understanding of the uses and limitations of the major classes of psychopharmacologic agents are presented. Students are introduced to major psychotropic drugs, their clinical application, and the side effects in the management and treatment of psychological and behavioral disorders. (2 credit hours)
- 652 Supervision**
A review of the literature of supervision is presented. Students are provided an opportunity to develop supervision skills and supervisory styles. The course includes experience in supervising other students engaged in clinical activities. (2 credit hours)
- 653 Rehabilitation Psychology**
A holistic approach to the treatment of the physically or mentally disabled is presented. In addition to psychological factors, vocational evaluation and the work adjustment of the handicapped are discussed. (2 credit hours)

654 Human Sexuality

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

655 College Teaching of Psychology

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

656 Marriage & Family Therapy I

The major theoretical approaches to systems therapy including strategic, structural, contextual, and object-behavioral models are presented. Also included in this course is the investigation of transgenerational problems and symbolic structures in families. (3 credit hours)

657 Marriage & Family Systems II

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

658 Marriage & Family Systems III

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

661 Marriage & Family Therapy II

Prerequisite: 656. This is an advanced course on the theory and application of intervention techniques to family and marital systems. Topics covered include functional, dysfunctional, and disturbed family and couple relationships. Emphasis is on the presentation of case material and the role playing of family therapy situations. (3 credit hours)

662 Marriage & Family Systems I

Prerequisite: 656. This course involves the principles of systems pathology and how this pertains to the proposed DSM-IV diagnoses. Students are required to form cotherapy teams and, through role playing, work with various marital structures and systems. (3 credit hours)

663 Marriage & Family Therapy III

Prerequisites: 661 and 662. In this course, students apply models of systems change to various marital situations. Students form cotherapy teams and, through role playing, work with different marital problems. (3 credit)

665 Program Evaluation

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

670 Cultural Differences in Psychotherapy

Presented are psychotherapy issues pertinent to the counseling of diversity: racial, cultural, ethnic, class, and religious. The effects of history, values, childbearing practices, male-female relationships, and mores are covered. Culturally specific theory is introduced. Groups emphasized include Hispanic, African American, Asian, and American Indian. (2 credit hours)

671 Seminar: Cultural Differences in Psychotherapy

Prerequisite: 670. These special topic courses focus on specific issues related to racial, cultural, ethnic, class, or religious issues. (1-2 credit hours)

672 Psychophysiology II: Clinical Applications

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

675 Gender Issues in Psychotherapy

This course discusses the role of gender as it relates to personality development, life decisions, attitudes, and options. Male, female, and sexual orientation issues are covered. The relationship between gender and the psychotherapeutic process is explored. (2 credit hours)

676 Seminar: Gender Issues in Psychotherapy

Prerequisite: 675. These special topic courses focus on issues related to gender: female, male, and lesbian/gay issues. (1-2 credit hours)

680 Conflict Management

Prerequisites: 531 and 532. Concepts and skills in understanding and utilizing conflict in small groups, inter-group conflict, and interpersonal conflict are presented. The basic modality is structured exercises involving competition between competing subgroups. (2 credit hours)

681 Negotiation Skills

Prerequisites: 531, 532, and 680. The principles, concepts, and skills in managing negotiation as a functional modality in all interpersonal and intergroup relationships, particularly in organizational and power contexts are presented. Structural negotiating tasks are assigned to individual pairings and collaborating subgroups. (2 credit hours)

682 Group Supervision

Prerequisites: 531, 532, 680, and 681. Limited to third-year students, this course includes an intensive experience in coleading a small group with a senior faculty member each week with debriefing and planning after each session. Each student coleader is required to meet with his/her senior cotherapist in addition to coleading his/her group. (2 credit hours)

683 Child & Adolescent Assessment I: Intelligence & Achievement

Prerequisite: 627. This course focuses on standard intelligence and achievement tests and batteries for children and adolescents including WISC-3, Stanford-Binet, WJ-R, K-TEA, and WRAT-R. (2 credit hours)

684 Child & Adolescent Assessment II: Personality

Prerequisites: 628 and 629. This course focuses on personality assessment of children and adolescents, covering application of a broad range of standard personality instruments to this special population. Instruments and procedures include MMPI-A, PIC, Kiddie-SADS, House-Tree-Person, Bender, Rorschach, TAT, and Roberts TAT. (2 credit hours)

685 Play Therapy & Nonverbal Methods with Children & Adolescents

Prerequisite: 543. Play therapy techniques as they apply to problems of children and adolescents are introduced. Included are play therapy assessments, materials needed, approaches to play therapy from different orientations, and transfer of gains made to parent-child and child-school relationships. (2 credit hours)

686 Cognitive Interventions with Children & Adolescents

Prerequisite: 543. The application of cognitive therapy to problems of children and adolescents is presented. Included are assessment of presenting problems from a cognitive perspective, self-regulation training, stress inoculation, and cognitive approaches to depression in children and adolescents. (2 credit hours)

698 Special Topics Seminar in Psychology

This designation allows for a variety of courses not normally offered on a regular basis by Adler School. Special courses on a variety of psychological topics, both theoretical and applied, are offered. Credit earned may be counted toward fulfillment of elective credit. (1-3 credit hours)

699 Doctoral Dissertation

Prerequisite: Proposal approved by Dissertation Committee. The Doctoral Dissertation is the final product of the student's academic experience and clinical training in the doctoral program. It is intended that the Doctoral Dissertation contribute to the student's psychological knowledge, professional development, and research expertise. The dissertation can be on any significant issue or problem that is psychological in content and is professionally relevant including clinical case studies, traditional experimental studies, in-depth theoretical studies, or other types of studies or projects that make a contribution to the field of Adlerian Psychology and to the discipline of psychology in general. Students are expected to register for three consecutive terms. (9 credit hours)

700 Internship

Prerequisites: Successful completion of the Written and Clinical Qualifying Examinations and approval of the Director of Clinical Training. The fourth year of the doctoral program is devoted to a full-time Adler School approved internship of at least 2,000 hours. In special cases, two years of half-time clinical experience may be approved. The internship is designed to provide an intensive clinical experience building upon the course work, practicum experiences, and skills supervision completed during the first three years of the doctoral program. The Office of Clinical Training assists students in identifying suitable sites for approved internships. (0 credit hours)

701 Doctoral Dissertation Seminars

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

702 Doctoral Internship Seminars

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

710 Theories & Techniques of Clinical Hypnosis I

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

711 Theories & Techniques of Clinical Hypnosis II

Prerequisite: 710. This course is a continuation of Theories & Techniques I. The material presented explores previously introduced topics in greater depth. Topics include contemporary theories of clinical hypnosis, further discussion of ethics and professional issues, confusion techniques, advanced induction, deepening, phenomena, time distortion/age progression, hypnotherapy with children, hypnoanalytic techniques, and group hypnosis. Treatment methods to be addressed include psychosomatics and medicine, Ego-state therapy, psychotic, borderline, multiple personality and dissociative disordered patients, post-traumatic stress disorder, emergencies, and forensic hypnosis and issues. (3 credit hours)

712 Basic Clinical Hypnosis

Prerequisites: Taken after or concurrently with 710 or 711 and permission of the program coordinator or instructor. Students are provided with introductory experiences in hypnotic induction and treatment methods. Students are required to have a basic understanding of the subject of clinical hypnosis. The course is experiential in nature utilizing brief lecture, discussion, live and videotaped demonstrations, and supervised practice. This course has been approved by the American Society of Clinical Hypnosis as satisfying the training requirements for membership in that society. (3 credit hours)

713 Intermediate Clinical Hypnosis

Prerequisites: 710, 711, and 712 and permission of the program coordinator or instructor. This course may be taken concurrently with 710 and 711, but not with Basic Clinical Hypnosis. The format is brief lecture, case presentation, and discussion using live and videotaped demonstrations as well as continued extensive supervised practice. Students are required to have previous experience using hypnosis. (3 credit hours)

714 Research Seminar in Clinical Hypnosis

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

715 Practicum in Clinical Hypnosis

Prerequisites: 710, 711, and 712 and permission of the Program Coordinator. Students must complete 300 clock hours of direct service, supervision, and other related activities at approved sites that use hypnosis extensively. Supervision must be rendered by an individual qualified by both education and training to supervise hypnotic treatment. (2 credit hours)

995 Master of Arts Oral Examination

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

996 Doctoral Written Qualifying Examination

Upon completion of a predetermined set of courses, the student will be required to pass a Written Qualifying Examination demonstrating competence of material covered in the courses. (0 credit hours)

997 Doctoral Clinical Qualifying Examination

Prerequisite: Successful completion of the Doctoral Written Qualifying Exam (996). Prior to beginning internship, the student is required to pass the Clinical Qualifying Examination. This examination is a measure of the student's ability to integrate materials learned in the doctoral program and to communicate such mastery in a professional manner. (0 credit hours)

998 Doctoral Oral Defense

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

Programs & Receptions



FACULTY

DOCTORAL CORE

Vida Dyson

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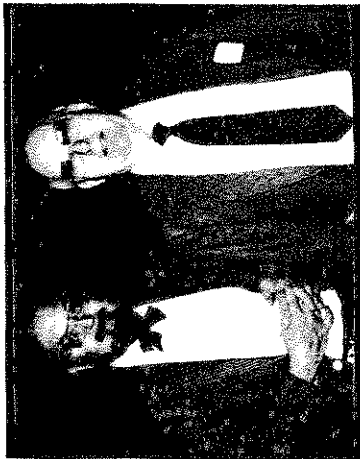
MASTER OF ARTS ADJUNCT

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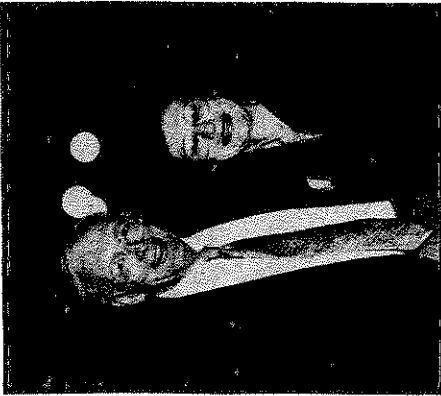
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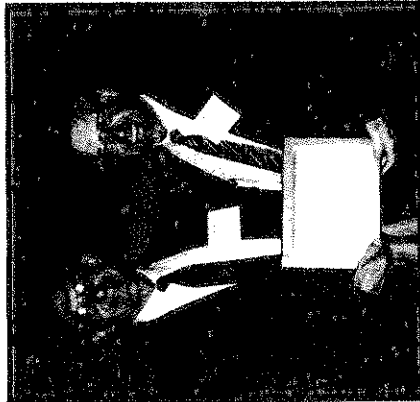
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