



**2000-2002  
Catalog**

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# Adler School of Professional Psychology

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Catalog  
2000-2002



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

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**Catalog 2000-2002**  
 Effective Summer Term 2000

Adler School of Professional Psychology  
 65 East Wacker Place, Suite 2100  
 Chicago, IL 60601-7298  
 (312) 201-5900 • fax (312) 201-5917  
[www.adler.edu](http://www.adler.edu)  
[information@adler.edu](mailto:information@adler.edu)

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## The School: An Overview

Founded in 1952 by Rudolf Dreikurs, M.D. (1897-1972), the Adler School of Professional Psychology is a private, not-for-profit institution of higher education. The Adler School, formerly known as the Alfred Adler Institute of Chicago, has enjoyed international recognition for the expertise of its faculty and has established a solid reputation for providing quality educational programs, publications, and clinical services. It is the only accredited doctoral level institution in the world having Individual Psychology as its major educational orientation.

Individual Psychology is a comprehensive science-of-living system originated and developed by the well-known Austrian psychiatrist, Alfred Adler (1870-1937). Individual Psychology emphasizes the uniqueness of every individual and stresses the individual's relationship with and embeddedness in society. It encourages the development of social interest as epitomized by the person's ability to act in accord with the common welfare and subjective sense of connection with others based on the shared experience of being human.

The Adler School is a highly-respected freestanding school of professional psychology, drawing students from North America and around the world. The student body is comprised of persons of diverse cultures, ages, educational backgrounds, personal interests, and professional experiences. Courses are scheduled during daytime, evening, and weekend hours on a year-round schedule to accommodate both full-time and working, part-time students.

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

### The School's Mission

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

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

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

## Organization & Governance

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

## Accreditation & Approvals

- The Adler School of Professional Psychology holds various accreditations, approvals, recognitions, and memberships, including the following.
- The Adler School of Professional Psychology is one of the oldest accredited, freestanding professional psychology schools in the nation. The School has been continuously accredited since 1978 by the North Central Association of Colleges and Schools' Commission on Institutions of Higher Education. The Commission can be contacted at NCA-CIHE, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (800) 621-7440, web site: [www.ncaicthe.org](http://www.ncaicthe.org).
  - The Adler School has authority to offer courses and programs in the State of Indiana. Its programs in Indiana are regulated by the Indiana Commission on Proprietary Education which can be contacted at: ICPE, 302 West Washington Street, Room 201, Indianapolis, IN 46204, (800) 227-5695 (toll-free) or (317)232-1320.
  - Adler's Doctoral Program in Clinical Psychology is accredited by the American Psychological Association. The APA's Committee on Accreditation can be contacted at The Office of Program Consultation and Accreditation, 750 First Street NE, Washington, D.C. 20002, web site: [www.apa.org](http://www.apa.org).
  - The Doctoral Program in Clinical Psychology is listed as a Designated Doctoral Program in Psychology by the National Register of Health Service Providers in Psychology.
  - Adler's Substance Abuse Counseling Program is approved by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA).
  - Adler's Master of Arts in Counseling Psychology: Art Therapy is approved by the American Art Therapy Association, Inc. (AATA).
  - The School's educational offerings are approved for veterans' education by the State Approving Agency for Veterans' Education.
  - Adler has authorization under Federal law to enroll nonimmigrant alien students through approval by the Justice Department.
  - The Adler School is a member of the following organizations:
    - National Association of Independent Colleges and Universities,
    - National Council of Schools and Programs of Professional Psychology,
    - North American Society of Adlerian Psychology (NASAP),
    - International Association of Individual Psychology,
    - Illinois Committee on Black Concerns in Higher Education.

## Master's Level Licensure

Graduates of the master of arts programs are qualified to sit for the licensing examination for Licensed Professional Counselors (LPC) in the state of Illinois. With additional supervised experience, graduates of the M.A. programs are eligible to sit for the licensing examination for Licensed Clinical Professional Counselors (LCPC) in the state of Illinois.

## Doctoral Level Licensure/Registration

All psychologists who offer direct services to the public must be licensed or certified by the state or province in which they practice. Because licensure requirements vary from state to state and province to province, students should plan ahead to ensure they will be able to meet all requirements of a particular state or province. Licensure typically requires completion of a period of post-doctoral supervised experience and successful completion of the Psychology Licensure Examination as well as satisfaction of other requirements that individual states or provinces may impose. Adler School doctoral graduates have become licensed as psychologists in over 25 states and provinces as well as fully credentialled for practice in a number of other countries.

## Degree & Certificate Programs

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

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

in Clinical Psychology

### *Masters of Arts in:*

- Counseling Psychology
  - Counseling: Art Therapy
  - Counseling & Organizational Psychology
  - Gerontological Psychology
  - Marriage & Family Counseling
  - Substance Abuse Counseling
  - Classroom Psychology \*
- Adlerian Psychotherapy
  - Art Therapy
  - Clinical Hypnosis
  - Clinical Neuropsychology
  - Counseling & Ethnocultural Diversity
  - Counseling & Gender Studies
  - Gerontological Psychology
  - Group Psychotherapy
  - Marriage & Family Therapy
  - Substance Abuse Counseling

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

## Respecialization in Clinical Psychology

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

## Continuing/Professional Education

The Adler School is committed to providing lifelong learning and service to the public. A number of continuing professional education courses, seminars, and workshops are offered each term. Qualified psychology graduate students, social workers, nurses, psychologists, physicians, and other health care professionals may register for graduate credit and complete course requirements or certificate programs, or earn continuing education credits. The School is approved by the following organizations to sponsor continuing education programs:

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

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

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

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

## Faculty

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

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

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

## Facilities & Campus Location

The Chicago campus at 65 East Wacker Place occupies four floors of an office building overlooking the Chicago River. Facilities include classrooms, administrative and faculty offices, assessment and observation laboratories, computer lab, book store, the Sol and Elaine Mosak Library, and the Rudolf and Sadie "Tee" Dreikurs Psychological Services Center.

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

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

### • Book Store

The Adler School Book Store provides educational resources for students and faculty and is internationally known as the source for specialized Adlerian and family education materials. The book store makes available for students and faculty required and recommended course textbooks and other readings; other psychology-related publications; psychological tests; audio and video taped programs; material on child rearing, family counseling, substance abuse, and more. A number of these materials have been produced or published by the Adler School.

Purchases may be made in person, and credit card orders are accepted by telephone, facsimile, and mail. Certain materials may be restricted to qualified buyers. For further information, a current catalog, or to place an order, phone (312) 201-5900 extension 228; fax (312) 201-5917; or e-mail [bookstore@adler.edu](mailto:bookstore@adler.edu). The book store also can be reached from the School's web page, [www.adler.edu](http://www.adler.edu).

### • 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 has a collection of more than 12,000 volumes, 150 professional journals, and 1,000 audio and video tapes. The library contains one of the most extensive collections of Adlerian-oriented books, journals, manuscripts, theses, reprints, and audio and video cassettes in the world. It houses the *Adler Athenaeum: An Archival Center* composed of primary and secondary resources on Alfred Adler, Rudolf Dreikurs, and other historical manuscripts and documents related to Individual Psychology.

The library offers on-site CD-ROM indices providing psychological abstracts, dissertations, and psychology-related books. By extending its reach to the larger research community through interlibrary loans, cooperative agreements with local libraries, and memberships in ACRL, ALA, CLS, DIALOG, DOCLINE, ILLINET, INTERNET, OCLC, and PALI, the library provides faculty and students access to learning materials from all over the country.

The library can be contacted by phone at (312) 201-5900, extension 234; by fax at (312) 201-8756; or by e-mail at [library@adler.edu](mailto:library@adler.edu).

### • Psychological Services Center

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

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

The PSC's programs and services are designed to assist children, adolescents, adults, couples, families, and groups in dealing with personal issues, marital and family problems, depression and anxiety, stress, school adjustments, family conflict, couple distress, grief and loss, substance abuse, and other related personal or psychological issues. Clients come from a wide range of educational, ethnic, economic, and cultural backgrounds.

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

Master's and doctoral practicum fieldwork, doctoral internships, and post-doctoral training all can be completed through PSC sites. Trainees are matched with sites based on their interests, training and education needs, and



The School maintains, upholds, and enforces policies and procedures to protect the rights of individuals. Policy statements on individual rights, expected behavior, and procedural guidelines for resolution of problems are given to all students during New Student Orientation and are available to all members of the School community at central and dispersed locations throughout the School. Questions, concerns, or complaints regarding School policy and practice or protection against discrimination should be directed to the President's Office and will be handled according to published procedures.

All individuals have the right to contact the Illinois Department of Human Rights (IDHR) at (312) 814-6200 or TDD (312) 263-1579 and/or the United States Equal Employment Opportunity Commission (EEOC) at (312) 353-2713 or TDD (800) 669-3362. A charge with the IDHR normally must be filed within 180 days after the date that a civil rights violation allegedly has been committed. A charge with EEOC must be filed within 300 days of the alleged incident.

## Diversity

The Adler School is strongly committed to increasing racial, cultural, generational, and ethnic diversity among students, staff, and faculty. Its goal is to provide opportunities for everyone to learn and interact in an environment in which racial, cultural, and national heritage, disability status, gender, and age are respected by others and acknowledged in all institutional events. The curricula of all programs incorporate the acquisition of knowledge, skills, and values related to individual and group diversity. Field placements for clinical training are available in areas where the clientele is partly or primarily from traditionally underserved groups.

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

## Rights Reserved

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

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

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

abilities, although most trainees spend at least some of their clinical time at the central location. PSC training experiences include providing direct clinical service under supervision; individual, group, and peer supervision; case management and triage meetings; didactic workshops and seminars; and other learning experiences.

The PSC's Pre-Doctoral Internship Program in Clinical Psychology is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC); APPIC Central Office, 733 15th Street NW Suite 719, Washington, D.C. 20005, (202) 347-8480. Applications are accepted from students in doctoral programs in clinical psychology at regionally accredited institutions.

For more information on clinical training opportunities, e-mail the PSC at [psc@adler.edu](mailto:psc@adler.edu) or call (312) 201-5900, extension 248.

## Off-Campus Instructional Sites

The School offers courses and programs in cooperation with a number of institutions. At the time of this *Catalog's* publication, these include the following:

- Adler School of Professional Psychology British Columbia, Vancouver, British Columbia
- Adler School of Professional Psychology Ontario, Toronto, Ontario
- Adler Graduate School of Psychology Montreal, Montreal, Quebec
- Alfred Adler Institute of Fort Wayne, Fort Wayne, Indiana
- Robert Morris College, Chicago, Illinois

For more information about the offerings at these locations, contact the Office of Admissions at the Adler School in Chicago by phone at (312) 201-5900, extension 226; by fax at (312) 201-5917; or by e-mail at [admissions@adler.edu](mailto:admissions@adler.edu).

## Nondiscrimination Policy

The Adler School of Professional Psychology is an Affirmative Action Equal Opportunity Institution committed to nondiscrimination and equal opportunity in employment and education regardless of race, color, religion, sex, national origin, sexual orientation, disability, or veteran status in any aspect of services. The educational programs, activities, and services offered to students are administered on a nondiscriminatory basis subject to the provisions of all civil rights laws and statutes. In these endeavors, the Adler School promotes nondiscrimination and equal opportunity in the student body, faculty, and staff through positive and continuing action programs. The School dedicates major effort to identifying, utilizing, and serving members of traditionally underserved groups, including members of ethnic and cultural minorities and women. The Adler School makes reasonable accommodations on the basis of physical and mental disability in accordance with the Americans with Disabilities Act (ADA).

## General Academic Policies & Procedures

### Schedule

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

Courses are held during daytime, evening, and weekend hours. Most courses are offered in two formats. In the traditional format, classes meet weekly throughout the term. In the weekend format, classes meet approximately every other weekend throughout the term (six weekends each term) for longer periods of time. Weekend classes meet Friday evenings and all day Saturday and Sunday. In both formats, study is distributed across the term, the hours of instruction meet the formula given above, the same educational experiences are provided, and students are held to the same standards of performance.

The flexible course schedule is designed to increase access to higher education for working students. However, students should be aware that practicum and other School activities require additional time commitments which may include weekdays or evenings.

### Cancellation of Courses

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

### Student Advisement

Student advisement and mentoring is regarded as an important part of a faculty member's responsibility and the students' educational and clinical experience. Upon being accepted into a program, students are assigned a faculty advisor. Students are encouraged to meet with their advisors regularly to review their progress in the program, their experiences at the School, and their career goals. Advisors help students clarify educational and professional goals, discuss personal concerns, and assist students in utilizing opportunities at the Adler School to the fullest extent. Advisors may also assist students with planning their course schedules to help maintain appropriate progress toward degree completion; however, the final responsibility for meeting

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course and graduation requirements rests with students. To assist new students, the Admissions Department conducts mandatory student orientation sessions throughout the year.

### Registration

Term schedules are published approximately four to six weeks prior to the start of the term and mailed to all current students. Students should contact the Registrar's Office at (312) 201-5900, ext. 101, if they have not received a copy of the schedule. Students may register for courses in person or by mail, fax, or e-mail (registrar@adler.edu). Registration and tuition payment plan deadlines are published in each term's schedule. Students who register after the deadline will be charged a late registration fee. Registrations will not be accepted for students with delinquent accounts.

Registrations are processed in the order they are received during the announced registration period. Because class sections do occasionally close due to enrollment caps, students are encouraged to register early. The registration form must be completed in full. Incomplete forms will not be processed and will be returned to students.

Students registering for clinical practica or internships must submit photocopies of approved practicum and internship contracts along with their registration. Students wishing to register for more than 15 credit hours in any term must have written approval from the Dean of Students.

### Adding/Dropping Courses After Registration

To add or drop a course, students must submit the required Add/Drop form to the Registrar and pay the required fee. A fee is charged for each course dropped and each course added. Students who have extenuating circumstances are encouraged to discuss their situation with the Dean of Students as early as possible in the term. Students are permitted to add courses prior to the first class session. Enrollment is not permitted once a course begins.

### Class Attendance

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

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

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## Satisfactory Progress

Students must maintain satisfactory progress to be considered current students. Students are considered to be making satisfactory progress as long as they are taking a course load that ensures steady movement toward degree completion and meeting academic and clinical standards. Students judged by the Dean of Students to have ceased making satisfactory progress may be administratively withdrawn from the School.

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

Master's and certificate program students must complete a minimum of thirteen (13) credit hours every twelve months and must satisfactorily complete all of the requirements for graduation within five years of the date of first registration following admission to the School.

Doctoral students must complete at least fifteen (15) credit hours every twelve months; must satisfy a residency requirement of a minimum of nine credit hours or more per term for three consecutive terms, which may include the summer term, or thirty (30) credits within any 12 month period with a minimum enrollment of five (5) credit hours during three of the four academic terms (The internship year cannot be counted towards fulfilling any portion of this residency requirement.); and must satisfactorily complete all requirements for graduation within ten years of the date of first registration following admission to the School. These requirements constitute the minimum enrollment necessary to be considered in good standing.

## Student Evaluation

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

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

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

## Course Withdrawal Procedure

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

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

An Add/Drop Fee is charged for withdrawal from each course after the registration period. Students who withdraw after the beginning of the term or who are dismissed for academic or disciplinary reasons receive refunds on a pro rata basis in accordance with the established refund policy. See Page 32 for the Tuition Refund Schedule. No refunds will be made when students stop attending class without officially withdrawing from the course.

## Full-Time or Part-Time Status

To be considered full-time, students must carry nine (9) or more credit hours each term, excluding summer term. Students carrying a full-time load are encouraged to limit any employment to part-time in order to allow adequate time for classes, practicum work, study, and other student activities. Students carrying eight (8) credit hours or less each term are considered part-time.

## Continuous Enrollment

Once enrolled, students are expected to remain registered in every term, excluding summer term, until completing the program to which they have been admitted. Students who are not actively engaged in course work, internship, or dissertation can maintain their admission status by registering for Continuous Enrollment for a maximum of two consecutive terms. Doctoral students working on dissertations after registering for the required dissertation credits and completing the internship must register each term for Doctoral Degree Candidate Continuation to remain in good standing.

Students who fail to register for two consecutive terms will be administratively withdrawn from the School unless they have previously obtained an approved leave of absence. Students who have been administratively withdrawn and wish to return to their studies must submit a new application for admission and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

## Qualifying Examinations

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

## Grading System

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

<u>Grade</u>	<u>Description</u>	<u>Grade Point</u>
A	Excellent	4.0
B+		3.5
B	Satisfactory	3.0
C+		2.5
C	Marginal	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
N	No Pass	0.0
NC	No Credit	0.0
X	Administrative Withdrawal	0.0
I	Incomplete	n/a
IP	In Progress	n/a
M	Missing Grade	n/a
OP	Oral Defense Passed	n/a
P	Pass	n/a
R	Audit/No Credit	n/a
W	Withdrawal	n/a

- *In Progress*

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

- *Incomplete*

An "I" (Incomplete) grade will be granted only in exceptional situations when, through no fault of the student, requirements for a course cannot be completed in the normal time allowed. An Incomplete grade is allowed only

with the written consent of the instructor and indicates that the student has presented a satisfactory reason for receiving an incomplete grade. Students must request an incomplete prior to the due date of the final requirement of the class in question.

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

Notation of an "I" grade remains on the transcript alongside the final grade following completion of the requirement. Receipt of more than one "I" grade may preclude students from enrolling in subsequent terms.

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

- *Pass/No Pass*

A grade of "P" (Pass) is assigned upon satisfactory completion of practicum requirements, a limited number of regular courses, the qualifying examinations, and the doctoral dissertation. A grade of "N" (No Pass) is assigned upon unsatisfactory performance in practicum or a course offered on a pass/no pass basis. Grades of "P" are not used in calculating the grade point average; however, grades of "N" are used in calculating the grade point average and are considered failing grades for the purposes of student assessment.

- *Audit*

Students registered officially as auditors will receive, upon completion of the course, a designation of "R" on their transcripts which signifies neither credit nor a grade. After an audited course is completed, it cannot be changed to credit at a later time.

## Grade Corrections

Once a grade has been recorded on the student transcript, additional work cannot be submitted to change the grade. To change an incorrectly recorded grade, students must file a petition with the Provost. The Provost will conduct a review of the circumstances and make a determination as to whether the original grade should be changed. Students who are not satisfied with the Provost's decision may request the formation of a Student Grievance Committee. Such requests must be submitted in writing to the President of the School within 30 days of the Provost's decision. The Student Grievance Committee reports to the President. The President's determination shall be final.

## Academic Standards

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

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

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

## Leave of Absence

Students may request a Leave of Absence due to illness or other extenuating circumstances by submitting a letter to the Dean of Students. Upon review of the written request explaining the necessity for the leave, the Dean may grant a Leave of Absence for a period not to exceed four terms (one calendar year). The Leave of Absence will be noted on the student's transcript for each approved term until the student returns to school. To return from a Leave of Absence and resume classes or other progress toward a degree, students must petition the Dean of Students in writing and receive the Dean's written approval.

Approval of a Leave of Absence does not extend the deadline for completion of course work or other course requirements. The continuous enrollment fee is waived for students on approved Leaves of Absence.

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

## Withdrawal in Good Standing

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

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

## Transcripts

Transcript requests must be made in writing to the Registrar. Requests made via fax or e-mail will be honored; however, verbal requests, whether made in person or by telephone, cannot be honored. Transcripts will not be released or sent except upon signed request of the student and receipt of the required transcript fee. An official transcript is one bearing the Adler School seal, sent directly from the Office of the Registrar, and bearing the Registrar's signature. All other transcripts are unofficial. Students must be in good standing and have no outstanding obligations or debts to the School before an official transcript will be issued.

## Confidentiality of Records

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

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

To initiate a challenge to the education record, the student shall make a request in writing to the Office of the President of the School. The President or an appropriate designee shall review the record in question and either order the correction or deletion of such alleged inaccurate, misleading, or otherwise inappropriate data, or notify the student of the right to a hearing. In such a hearing, the student and other persons directly involved in the establishment of the record shall have an opportunity to present evidence to support or refute the contention that the data specified in the request are inaccurate, misleading, or otherwise inappropriate. The hearing will be conducted by a School representative who does not have a direct interest in the outcome. The student shall

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

Grades, in and of themselves, do not fall under FERPA regulations. However, the accuracy of the recording of grades does fall under this Act. Directory information pertaining to students or graduates may be released to the public. This information may include some or all of the following data: name, address, telephone listing, field of study, date and place of birth, dates of attendance, degrees and awards received, most recent previous school attended, post-graduate employer and job title, participation in officially recognized activities, and recognition of honors received. To request that any or all of this information not be released, students must inform the Registrar in writing.

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

Students who believe that their privacy rights have been violated have the right to file a written complaint at any time with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence SW, Washington, DC 20202. Students are expected to exhaust the School's established internal administrative procedures and remedies for relief before filing such a complaint.

## Degree Completion & Graduation

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

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

The third date is the date of Commencement. Degrees are formally conferred at the annual Fall Commencement in October. Participation in Commencement is expected. Students graduating from a degree or certificate program in October or from a degree or certificate program the prior April are eligible to participate in Commencement for that year.

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

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

Doctoral students are encouraged to confirm progress toward degree completion with the Dean of Students annually. M.A. students must confirm progress toward their degree before applying to sit for the M.A. qualifying examination.

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

Students who expect to graduate in October must submit their Application for Graduation by June 30 and meet all degree requirements and pay all tuition and fees by August 31. For April graduation, the deadline for submission of the Application for Graduation is February 1; all degree requirements must be met and all tuition and fees paid by March 1. Upon request, the Dean of Students will write a letter confirming degree completion for students awaiting graduation.

## Student Responsibility

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

The general policy of the School is to permit students to satisfy the requirements for graduation in effect at the time of their initial enrollment, provided they have remained in good standing and have been making satisfactory progress in pursuit of a degree or certificate. However, the School reserves the right to change without notice curricula, courses, policies and procedures, and to apply changes to new and current students alike. Therefore, before engaging in any new component of their education and training (such as practica, qualifying examinations, internship, or dissertation), students are expected to familiarize themselves with the most current requirements and expectations. A number of handbooks and other documents are available that address these major activities.

## Student Conduct

The School reserves the right to take disciplinary action including, but not limited to, suspension, placement on probation, or dismissal of a student at any time when a student's academic or clinical performance, ethical standards, attendance, financial delinquency, mental health, or personal conduct is significantly detrimental to the educational goals and purposes of the institution.

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

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

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

All Adler School students must report in writing the nature of their clinical activities on each term's Registration Form. Students engaged in activities which are unlawful or unethical or for which they are not qualified or lack appropriate clinical supervision are subject to dismissal from the School.

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

### Student Grievance

All Adler School students are entitled to enjoy and exercise, without penalty, the rights of citizenship. A student grievance procedure has been developed to assist students in resolving problems or complaints that cannot be dealt with through normal administrative channels. No reprisal of any kind will be taken by the Board, an administrator, or any employee of the School against any person bringing a grievance under this procedure.

Guidelines and detailed information about student grievance policies are provided in the School publication *Policies & Procedures Regarding Student Grievance* which may be obtained from the Office of the Dean of Students.

### Sexual Harassment

It is the policy of the Adler School to provide an environment in which no student, client, administrator, faculty member, employee, or other person associated with the School shall be subject to sexual harassment, restraint, interference, or coercion. There shall be no reprisal against individuals for action taken in good faith to seek advice concerning a sexual harassment matter, to file a sexual harassment complaint, or to serve as a witness or panel member in the investigation of a sexual harassment complaint. All members of the School community are expected to comply with this policy.

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

Guidelines and detailed information about sexual harassment policies are provided in the School publication *Policies & Procedures Regarding Sexual Harassment* which may be obtained from the Office of the Dean of Students.

### Consensual & Dual Relationships

The Adler School's educational mission is promoted by professionalism in an atmosphere of mutual trust and respect. Academic institutions are expected to live by the highest possible ethical and moral standards. Actions by members of the Adler community that harm this atmosphere undermine professionalism and hinder fulfillment of the School's educational mission. Adler School policies preclude individuals from evaluating the work or academic performance of others with whom they have a dual relationship and from making hiring, salary, or similar financial decisions concerning such persons. Consenting romantic/sexual relationships and dual relationships including those between faculty and student, student and client, or supervisor and employee, are viewed as unacceptable by the School. Prompt and appropriate action will be taken to prevent, correct, and, if necessary, initiate disciplinary measures for violations of this policy. Disciplinary measures may include, but are not limited to, written warning, suspension, probation, remediation, or dismissal.

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

alcohol by students and employees is prohibited on School premises. Students, faculty, and staff who violate local, state, and/or Federal law may be subject to criminal prosecution and Adler School disciplinary actions, up to and including dismissal from the School. Additional information is available from the Office of Admissions.

## Student Organizations

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

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

- the Adler School Chapter of Psi Chi, the National Honor Society in Psychology;
- the Latino Student Association;
- the African American Student Association;
- the International Student Association;
- the Gay, Lesbian, and Straight Student Association (GLASS);
- the Spirituality and Psychotherapy Student Association; and
- Sigma Phi Omega, the Gerontology Honor Society.

## Drug-Free School Program

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



# Admissions Policies & Procedures

## Minimum Admission Requirements

The Adler School of Professional Psychology seeks to admit individuals who will contribute to a diverse student body representing a wide range of professional interests, ethnic and cultural backgrounds, varied academic and work histories, and broad geographic exposure.

All applicants for admission to graduate-level certificate and degree programs must have at least a baccalaureate degree from a college or university which is regionally accredited by a nationally recognized accrediting agency or an equivalent academic degree from a foreign college or university. In addition, all applicants must fulfill the minimum admission requirements for the program of their choice, as detailed in the program descriptions presented in this *Catalog*, and must demonstrate acceptable proficiency in spoken and written English. Applicants nearing completion of a baccalaureate degree may apply for early admission contingent upon successful completion of the undergraduate degree.

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

## Application Deadlines

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

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

## Application Procedures

Applicants begin the admission process by submitting a completed Application Form, a typed 500-word autobiographical essay, and a non-refundable \$50.00 application fee. Application forms can be obtained from the Admissions Office or from the Adler School web site at [www.adler.edu](http://www.adler.edu). Admission inquiries can also be sent by e-mail to [admissions@adler.edu](mailto:admissions@adler.edu).

Official transcripts must be sent directly to the Admissions Department from all prior undergraduate and graduate schools attended. Non-English transcripts must be translated into English by a university official or by a professional translation service. Three letters of recommendation must be sent directly to the Adler School using the forms provided.

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

### • Evaluation of Applicants

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

Following completion of the admissions process, applicants will be notified in writing of the admission decision. In the same letter, applicants who have been admitted will be notified of any conditions which must be satisfied prior to or following enrollment.

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

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

### • Provisional Admission

Successful applicants may be admitted with full standing or provisionally at the sole discretion of the Admissions Committee. Provisional admission may be granted when applicants do not meet the requirements for

full admission but demonstrate exceptional motivation or other qualifications as well as a willingness to comply with additional conditions specified by the Admissions Committee.

Provisional status will be noted on students' transcripts until criteria for full standing have been met. Students will be notified in writing when full admission has been granted. It is the responsibility of students to actively pursue completion of admission conditions and to submit documentation that conditions have been met. Students who do not satisfy the conditions set forth to achieve full admission will not be allowed to continue in the program.

### • *Acceptance of Admission*

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

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

### International Applicants

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

Any applicants who have not been residing in the U.S. or a primarily English-speaking country for at least four years must submit scores from the Test of English as a Foreign Language (TOEFL). Scores should be sent directly to the School by the testing service. The Adler School's code number for receiving test scores is 1147. Applicants who have taken the paper-based TOEFL should have a minimum score of 550. Those who have taken the computer-based TOEFL should have a minimum score of 213. Students who do not have sufficient skills in spoken and written English may be required to improve their English proficiency before the admission process can be completed.

Applicants educated outside of the United States should contact the Office of Admissions as early as possible to obtain additional forms that may be required. International applicants must also submit documentation of sufficient financial resources to complete the program and cover living expenses while attending the Adler School.

Students admitted to the United States on student visas should not plan on securing employment to pay their expenses. Immigration laws strictly forbid students to support themselves through employment except in special cases. Even in such cases, permission to work must be obtained from the School and the Immigration and Naturalization Service. The School does not provide financial aid, financial support, or tuition reduction for international students.

### Special Admission Status

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

#### • *Student-at-Large*

Individuals who are considering application to a degree or certificate program at Adler may take a maximum of nine (9) credit hours of courses as students-at-large as long as they meet the minimum eligibility for admission. Persons interested in registering as students-at-large must complete the Student-At-Large Application process, pay a \$50.00 nonrefundable application fee, and be approved by the Admissions Committee prior to registering for courses. Those who later seek admission to a degree or certificate program will not be required to pay an additional fee for the regular application. Students-at-large are not eligible for Financial Aid.

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

Because students-at-large are limited to a total of nine (9) credit hours of course work, persons who plan to pursue a degree or certificate program should apply for admission at the earliest opportunity. Students-at-large who have completed nine credit hours of courses may not register for

additional courses until such time as they have been formally admitted to a degree or certificate program. Credits earned as students-at-large cannot be used to improve grade point averages as an entry into a program.

- *Non-Degree-Seeking Student*

Qualified graduate students and mental health professionals may be admitted as non-degree-seeking students. Graduate students in psychology-related degree programs at other regionally accredited institutions may take courses for credit at the Adler School. Such students bear the responsibility of verifying with their home institutions whether Adler courses will be accepted for credit. Qualified mental health professionals may take courses as non-degree-seeking students for continuing education credit or for professional enrichment as long as they meet the minimum eligibility for admission.

A maximum of 24 credits or the equivalent in continuing education hours may be earned by non-degree-seeking students. Courses taken by non-degree-seeking students will not apply toward completion of program requirements if the individuals are later admitted to a degree or certificate program. Non-degree-seeking students must meet all course prerequisites and all other requirements for courses taken and will be allowed to register at the discretion of the Dean of Students. Individuals who have been denied admission to a graduate program at the Adler School will not be permitted to enroll as non-degree-seeking students.

Persons interested in registering as non-degree-seeking students must submit an application for non-degree-seeking student status along with a photocopy or official copy of a transcript showing conferral of a baccalaureate or graduate degree. Graduate students of other institutions pursuing non-degree-seeking status at Adler may be asked to provide approval of their department chairperson to register for specific courses. Non-degree-seeking students are not eligible for Financial Aid.

### Changing or Adding Programs

Psy.D. students who wish to complete a master's degree or certificate program and M.A. students who wish to change from one Adler Master's degree program to another or who plan to pursue a certificate in a specialized area of study in addition to a degree must request permission to do so. Application forms can be obtained from the Admissions Office and are to be submitted to Admissions when completed. No additional application fees are required.

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

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

Master's degree students who wish to apply to the Psy.D. program must have completed at least thirty (30) credit hours of graded course work and be actively engaged in a practicum before applying. Letters of recommendation from Adler faculty and practicum supervisors and an interview with doctoral core faculty will be required. The admission of current M.A. students to the Psy.D. program will be contingent upon successful completion of the master's program. Courses reserved for Psy.D. students may only be taken subsequent to completion of the M.A..

### Readmission

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

### Transfer of Credit & Course Waiver Policy

Students accepted for admission may be granted transfer of credit for graduate level courses previously taken at another accredited institution. No credit hours may be transferred into a master's or certificate program. A maximum of thirty (30) credit hours may be transferred into the Psy.D. program.

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

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

Students who can demonstrate that they have completed a graduate course substantially equivalent to a required Adler School course with a grade of "B" or better may request that the required course be waived. Zero

credit is granted for waived courses. Waiver does not reduce the total number of credit hours that must be completed for a given degree. Instead, waiver of a required course permits students to tailor their training by substituting an elective course or courses equal in credit hours to the waived course.

Transfer of Credit/Course Waiver forms are available from the Registrar's Office. If transfer credit is approved, a Transfer of Credit Fee is assessed. No fee is assessed for waived courses.

## Tuition & Financial Aid

### Tuition & Fee Schedule

Tuition and fees are listed on the insert entitled *Tuition & Fee Schedule* located at the back of the *Catalog*. Tuition and fees are established by the Board of Trustees and reviewed periodically. Changes in tuition and fees apply to current and new students alike.

Students may pay tuition and fees by check or money order made payable to the Adler School of Professional Psychology. The School also accepts Visa, MasterCard, Discover, and American Express credit cards. Tuition and fees are in U.S. dollars, and remittance must be made in U.S. dollars.

### Payment Schedule

Tuition and fees are due and payable in full on the first day of each term. Payments made to the School are first applied against any previously existing balance, then to current charges.

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

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

### Senior Citizen Discount

Senior citizens age 65 or older pay one-half the usual rate for tuition and fees and may audit a limited number of courses at no charge.

### Tuition Refunds

Students who have withdrawn officially from the School or specific courses are entitled to a tuition refund to be paid within 30 days of written notification. Refunds will be based upon the total charge incurred rather than the amount paid by the students.

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

### Ten Week Term Refund Schedule

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

**Note:** For intensive or weekend courses, refunds will be made on a prorated basis. Students who receive veteran's benefits will follow the regulation under Title 38, Sections 1651 and 1701, of the State Approval Agency for Veteran's Education.

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

## Financial Aid

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

1. Be enrolled or accepted for enrollment in an eligible degree or certificate program.
2. Be a citizen, national, or permanent resident of the United States; a permanent resident of the Trust Territory of the Pacific Islands; or a citizen of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau.
3. Register for a course load of at least five credit hours in each academic term covered by the loan period, maintain a minimum cumulative GPA of 3.0 ("B"), and be in good academic standing. Students who do not comply with these requirements will be placed on Financial Aid Probation for the following loan period.
4. Not be in default on any Title IV Loans including Perkins (National Direct Student) Loans, Nursing Student Loans, Federal Family Education Loans (Stafford/GSL Loans, Supplemental Loans, PLUS Loans) or owe a repayment on any Title IV Pell Grant or Supplemental Educational Opportunity Grant (SEOG) received.

5. File all required Financial Aid forms and supporting documentation with the Adler School Office of Financial Aid by the deadline dates listed in the *Student Loan Information Packet*.

6. Provide true and correct information on all application materials.

Loan repayment normally begins 30 days to six months after students graduate or cease enrollment in classes. Students are responsible for all tuition and fees at the time they are due regardless of loan arrangements. For details, students should refer to the *Student Loan Information Booklet* available from the Office of Financial Aid.

## Financial Aid Probation

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

## Length of Eligibility

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

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

## Work Study Program

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

## Scholarships

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

## M.A. in Counseling Psychology

The Master of Arts in Counseling Psychology program is designed to provide students with a foundation in theories and methods of counseling psychology with hands-on, practical, supervised training in counseling psychology techniques with an emphasis on Adlerian Psychology. This broad-based program usually takes full-time students at least two years to complete. Graduates of the program are prepared for entry-level professional work in a variety of human service agencies and organizations in the public or private sector. This degree program also is designed to provide a foundation for those who plan to pursue the Doctor of Psychology (Psy.D.) degree at the Adler School.

### Minimum Admission Requirements

Applicants to this program must have:

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

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

### Degree Requirements

The following core and advanced courses are required for this degree. Students should take core courses early in the program in order to satisfy prerequisites for advanced courses and to prepare for practicum placements.

#### Core Courses

001 Student Orientation	0 cr
401 Principles of Adlerian Psychology	3 cr
411 Psychometric Methods	2 cr
415 Theories of Personality	2 cr
431 Child Guidance & Parenting	1 cr
432 Child Guidance & Parenting Group Supervision	0 cr
471 Pre-Practicum Skill Development	2 cr

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505 Professional Issues & Ethics	3 cr
511 Clinical Assessment & Interviewing	3 cr
512 Appraisal of Individuals	2 cr
521 Introduction to Psychotherapy	2 cr
536 Professional Development: An Experiential Course	2 cr

### Advanced Courses

439 Introduction to Substance Abuse I	2 cr
498 Research Seminar	2 cr
502 Small Group Supervision I	1 cr
503 Small Group Supervision II	1 cr
504 Small Group Supervision III	1 cr
506 Practicum I (200 clock hours)	2 cr
507 Practicum II (200 clock hours)	2 cr
508 Practicum III (200 clock hours)	2 cr
515 Life Style Assessment	2 cr
518 Human Growth & Development	2 cr
522 Adlerian Approaches to Psychotherapy	2 cr
531 Theory & Practice of Group Psychotherapy I	2 cr
535 Psychodynamics of Psychopathology I: Adlerian	3 cr
541 Adlerian Approaches to Family Counseling	2 cr
568 Career Counseling	2 cr
642 Social Psychology	2 cr
645 Psychopathology: Anxiety Based & Personality Disorders	3 cr
646 Psychopathology: Psychotic & Depressive Disorders	3 cr
— Electives	7 cr
995 M.A. Qualifying Examination	0 cr
<b>Total Credit Hours</b>	<b>65 cr</b>

### Graduation Requirements

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

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

The Master of Arts in Counseling Psychology: Art Therapy program combines the theories and techniques of Individual Psychology with education and clinical training in the field of art therapy. The program is approved by the American Art Therapy Association (AATA). The M.A. in Art Therapy requires 65 credit hours of courses, including 700 hours of clinical practicum under at least partial supervision of a registered art therapist (ATR). Students usually complete this program in two to three years.

The program provides students with the academic and predegree clinical experiences required to apply for registration as an art therapist. Art therapists work in a wide variety of clinical and educational settings, including hospitals, schools, wellness centers, children's agencies, correctional facilities, and geriatric settings.

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

### Minimum Admission Requirements

Applicants to this program must have:

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

Applicants who do not meet the minimum admission requirements but have a unique background and can demonstrate in other ways an aptitude for art therapy may be considered for admission on an individual basis. Approved applicants will be invited to a personal interview as a final step in the application process.

### Degree Requirements

The following core and advanced courses are required for this degree. Students should take core courses early in the program in order to satisfy prerequisites for advanced courses and prepare for practicum placements.

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### Core Courses

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

### Advanced Courses

454 Art Therapy & the Elderly	2 cr
455 Social & Cultural Approaches to Art Therapy	2 cr
456 Child & Adolescent Development & Art Therapy	2 cr
457 Historical & Theoretical Perspectives of Art Therapy	2 cr
458 The Use of Art in Clinical Assessment	2 cr
459 Dreamwork & Expressive Arts Therapies	2 cr
461 Art Therapy Studio: Professional Development	2 cr
462 Art Therapy & Psychopathology	2 cr
463 Art Therapy & Addictive Disorders	2 cr
464 Psychology of Artistic Creativity	2 cr
465 The Use of Art in Marriage & Family Counseling	2 cr
467 Small Group Supervision in Art Therapy I	1 cr
468 Small Group Supervision in Art Therapy II	1 cr
469 Small Group Supervision in Art Therapy III	1 cr
470 Practicum in Art Therapy (700 clock hours)	7 cr
498 Research Seminar	2 cr
515 Life Style Assessment	2 cr
535 Psychodynamics of Psychopathology I: Adlerian	3 cr
568 Career Counseling	2 cr
— Electives	4 cr
995 M.A. Qualifying Examination	0 cr
<b>Total Credit Hours</b>	<b>65 cr</b>

### Graduation Requirements

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

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## Certificate in Art Therapy Counseling

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

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

### Minimum Admission Requirements

Applicants to this program must have:

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

Applicants who do not meet the minimum admission requirements but have a unique background and can demonstrate in other ways an aptitude for art therapy may be considered for admission on an individual basis. Approved applicants will be invited to a personal interview as the final step in the application process.

### Certificate Requirements

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

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

458	The Use of Art in Clinical Assessment	2 cr
459	Dreamwork & Expressive Arts Therapies	2 cr
461	Art Therapy Studio: Professional Development	2 cr
462	Art Therapy & Psychopathology	2 cr
463	Art Therapy & Addictive Disorders	2 cr
464	Psychology of Artistic Creativity	2 cr
465	The Use of Art in Marriage & Family Counseling	2 cr
467	Small Group Supervision in Art Therapy I	1 cr
468	Small Group Supervision in Art Therapy II	1 cr
469	Small Group Supervision in Art Therapy III	1 cr
470	Practicum in Art Therapy (700 clock hours)	7 cr
—	Electives in Art Therapy	2 cr
<b>Total Credit Hours</b>		<b>36 cr</b>

### Graduation Requirements

1. Satisfactory completion of 36 credit hours, including all required courses.
2. Satisfactory completion of 700 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+".
4. Full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Art Therapy Counseling.



## M.A. in Gerontological Psychology

The Master of Arts in Gerontological Psychology program is designed to provide students with a foundation in the theories and methods of psychology, and education and clinical training in counseling and assessment of the older adult. An integral part of this 65 credit hour program is the acquisition of clinical skills gained through the 600 clock hours of practicum experience and concurrent supervision. Practicum sites are arranged by students in consultation with the Dean of Clinical Training at long-term care facilities, residential retirement settings, private clinics, and the Adler School's Psychological Services Center.

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

### Minimum Admission Requirements

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

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

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

### Degree Requirements

The following core and advanced courses are required for this degree. Students should take core courses early in the program in order to satisfy prerequisites for advanced courses and to prepare for practicum placements.

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

### Advanced Courses

439 Introduction to Substance Abuse I	2 cr
498 Research Seminar	2 cr
515 Life Style Assessment	2 cr
531 Theory & Practice of Group Psychotherapy I	2 cr
552 Aging & the Family	3 cr
553 The Psychology of Aging	3 cr
554 Practicum in Gerontology I (200 clock hours)	2 cr
555 Practicum in Gerontology II (200 clock hours)	2 cr
556 Practicum in Gerontology III (200 clock hours)	2 cr
557 Small Group Supervision I	1 cr
558 Small Group Supervision II	1 cr
559 Small Group Supervision III	1 cr
560 Assessing Aging	3 cr
561 Assessing Dementia & Alzheimer's Disease	2 cr
562 Remedial Techniques in Dementia & Memory	2 cr
563 Counseling Techniques with the Elderly	2 cr
564 Psychopathology & Aging	3 cr
566 Loss & Grieving	2 cr
630 Psychophysiology I: Theory	3 cr
635 Introduction to Health Psychology	3 cr
650 Psychopharmacology	2 cr
995 M.A. Qualifying Examination	0 cr
<b>Total Credit Hours 65 cr</b>	

### Graduation Requirements

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

## Certificate in Gerontological Psychology

The Certificate in Gerontological Psychology program provides students with specialized training in working with the older adult client, enhances skills of practicing mental health professionals, or provides a point of entry to a professional career within this specialty. Interested graduate students in psychology or related fields, social workers, psychologists, physicians, nurses, administrators, and other professionals and lay persons working with the elderly are encouraged to apply for this program. The program can be completed on a part-time basis.

### Minimum Admission Requirements

Applicants to the certificate program must have:

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

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

### Certificate Requirements

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

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

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

### Graduation Requirements

1. Satisfactory completion of 26 credit hours, including all required courses.
2. Satisfactory completion of 400 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Gerontological Psychology.

## M.A. in Marriage & Family Counseling

The Master of Arts in Marriage & Family Counseling program is designed to prepare entry-level counselors to specialize in working with couples and families. The sequence of courses and supervised clinical training will assist professionals in qualifying for licensure as a Marriage and Family Therapist and a Licensed Clinical Professional Counselor (LCPC) in many states, and in qualifying for membership in professional organizations such as the American Association for Marriage and Family Therapy (AAMFT). For current requirements, students should contact directly the licensing agency of the state in which they plan to work and professional organizations with which they desire to affiliate.

Students in this program complete course work and practicum experiences focused on the understanding and integration of individual life style dynamics with marital and family systems. Graduates of the program have a theoretical understanding of individual, marital, and family systems, including developmental issues and major variations; assessment skills in life style and systemic diagnosis; and intervention skills based upon major models of marital and family therapy, with the theory and methods of Individual Psychology as a foundation.

### Minimum Admission Requirements

Applicants to this program must have:

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

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

### Degree Requirements

The following core and advanced courses are required for this degree. It is recommended that students take core courses early in the program in order to satisfy prerequisites for advanced courses and prepare for practicum placements.

### Core Courses

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

### Advanced Courses

515 Life Style Assessment	2 cr
522 Adlerian Approaches to Psychotherapy	2 cr
535 Psychodynamics of Psychopathology I: Adlerian	3 cr
543 Counseling Children & Adolescents	2 cr
568 Career Counseling	2 cr
655 Professional Issues & Ethics in Marriage & Family Therapy	1 cr
656 Marriage & Family Systems I	3 cr
657 Marriage & Family Systems II	3 cr
658 Marriage & Family Systems III	3 cr
659 Marriage & Family Research Seminar	2 cr
660 Marriage & Family Therapy I	3 cr
661 Marriage & Family Therapy II	3 cr
662 Marriage & Family Therapy III	3 cr
664 Practicum in Marriage & Family I (200 clock hours)	2 cr
665 Practicum in Marriage & Family II (200 clock hours)	2 cr
666 Practicum in Marriage & Family III (200 clock hours)	2 cr
667 Small Group Supervision I	1 cr
668 Small Group Supervision II	1 cr
669 Small Group Supervision III	1 cr
995 M.A. Qualifying Examination	0 cr
<b>Total Credit Hours 65 cr</b>	

### Graduation Requirements

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

## Certificate in Marriage & Family Therapy

The Certificate in Marriage & Family Therapy program enables qualified professionals in psychology, social work, and related mental health fields to enhance their knowledge and skills in marriage and family therapy and to help them achieve licensure or other professional recognition. The course work and clinical practica in this certificate program focus on helping the student to understand and integrate individual life style dynamics with marital and family systems.

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

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

### Minimum Admission Requirements

Applicants to this program must have:

- A master's degree in psychology, social work, or a related mental health field from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- Prerequisite graduate-level courses including the following: a minimum of nine semester hours in human development, personality theory, human sexuality, psychopathology, or behavioral pathology; three semester hours of professional issues and ethics; and three semester hours of research design, methods, and statistics.

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

Graduate-level course work previously completed at another college or university may be recognized for transfer of credit and will be evaluated on an individual basis by the Program Coordinator. The prerequisite courses outlined above can be fulfilled with any of the following Adler School courses or the equivalent courses at another college or university:

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

### Certificate Requirements

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

001	Student Orientation	0 cr
401	Principles of Adlerian Psychology	3 cr
541	Adlerian Approaches to Family Counseling	2 cr
655	Professional Issues & Ethics in Marriage & Family Therapy	1 cr
656	Marriage & Family Systems I	3 cr
657	Marriage & Family Systems II	3 cr
658	Marriage & Family Systems III	3 cr
660	Marriage & Family Therapy I	3 cr
661	Marriage & Family Therapy II	3 cr
662	Marriage & Family Therapy III	3 cr
664	Practicum in Marriage & Family I (200 clock hours)	2 cr
665	Practicum in Marriage & Family II (200 clock hours)	2 cr
667	Small Group Supervision in Marriage & Family I	1 cr
668	Small Group Supervision in Marriage & Family II	1 cr
669	Small Group Supervision in Marriage & Family III	1 cr
<b>Total Credit Hours</b>		<b>31 cr</b>

### Graduation Requirements

1. Satisfactory completion of 31 credit hours, including all required courses.
2. Satisfactory completion of 400 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Marriage & Family Therapy.

## M.A. in Counseling & Organizational Psychology

The Master of Arts in Counseling & Organizational Psychology program combines the theories and skills of counseling psychology with business-oriented courses in order to prepare graduates for positions in business and industry, especially in organizational psychology and the related areas of personnel management, organizational development, training, and employee assistance programs. The program was designed jointly by the Adler School and Robert Morris College.

Robert Morris College (RMC) is an accredited baccalaureate degree-granting college offering associate and baccalaureate degree programs in such areas as accounting, allied health, computer technology, business administration, and other business-related specialties. The RMC has been serving the educational needs of students and the employment needs of the business community for over 80 years. With a full-time equivalent enrollment of approximately 4,000 students, RMC is the eighth largest private college in Illinois with campuses in the Chicago Loop, Orland Park, and Springfield.

The combined expertise of highly-qualified faculty with backgrounds and experience in psychology from the Adler School and in business and industry from Robert Morris College is the major strength of this program. The program design and schedule accommodate working professionals with the expectation that students will take two courses each term. Courses are offered at the Adler School campus and the nearby RMC Chicago campus in order to effectively utilize the resources of both institutions. Classes are scheduled for weekend hours.

### Minimum Admission Requirements

Applicants to this program must have:

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

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

### Degree Requirements

The following core and advanced courses are required for this degree. It is recommended that students take core courses early in the program in order to satisfy prerequisites for advanced courses and prepare for practicum placements.

### Core Courses

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

### Advanced Courses

502 Small Group Supervision I	1 cr
518 Human Growth & Development	2 cr
522 Adlerian Approaches to Psychotherapy	2 cr
531 Theory & Practice of Group Psychotherapy I	2 cr
535 Psychodynamics of Psychopathology I: Adlerian	3 cr
541 Adlerian Approaches to Family Counseling	2 cr
568 Career Counseling	2 cr
571 Preparation for Counseling & Organizational Consulting	3 cr
572 Interpersonal & Organizational Behavior	3 cr
574 Strategic Human Resource Management	3 cr
575 Business Policy & Consulting Psychology	3 cr
584 Group & Organizational Development	3 cr
587 Organizational Psychology Practicum I: Counseling (300 clock hours)	3 cr
588 Organizational Psychology Practicum II: Business & Industry (300 clock hours)	3 cr
592 Leadership Assessment & Development	3 cr
596 Practice Development & Issues	3 cr
642 Social Psychology	2 cr
995 M.A. Qualifying Examination	0 cr

**Total Credit Hours 65**

### Graduation Requirements

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

## M.A. in Substance Abuse Counseling

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

Students have the choice of earning a Master of Arts degree or a Certificate in Substance Abuse Counseling. Both programs meet the standards and guidelines required for preparatory training programs by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA). Several other states have recognized course work and practicum experience provided by the Adler School in partial fulfillment for certification. Applicants should contact regulatory agencies in the states in which they intend to practice for specific information regarding certification to practice in that state prior to applying to the Adler School program.

The M.A. in Substance Abuse Counseling program provides students with specialized training in substance abuse counseling along with extensive knowledge and skill development in general counseling theory and methods. The program includes a broad foundation in psychological theory, skill training, and supervised clinical experience.

### Minimum Admission Requirements

Applicants to this program must have :

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

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

### Degree Requirements

The following core and advanced courses are required for this degree. It is recommended that students take core courses early in the program in order to satisfy prerequisites for advanced courses and prepare for practicum placements.

Adler School of Professional Psychology

### Core Courses

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

### Advanced Courses

442 Social & Clinical Aspects of Substance Abuse	4 cr
443 Theories & Techniques of Substance Abuse Counseling I	2 cr
444 Theories & Techniques of Substance Abuse Counseling II	2 cr
445 Practicum in Substance Abuse Counseling I (200 clock hours)	2 cr
446 Practicum in Substance Abuse Counseling II (200 clock hours)	2 cr
450 Practicum in Substance Abuse Counseling III (200 clock hours)	2 cr
447 Substance Abuse Small Group Supervision I	1 cr
448 Substance Abuse Small Group Supervision II	1 cr
449 Substance Abuse Small Group Supervision III	1 cr
471 Pre-Practicum Skill Development	2 cr
498 Research Seminar	2 cr
515 Life Style Assessment	2 cr
518 Human Growth & Development	2 cr
522 Adlerian Approaches to Psychotherapy	2 cr
531 Theory & Practice of Group Psychotherapy I	2 cr
535 Psychodynamics of Psychopathology I: Adlerian	3 cr
536 Professional Development: An Experiential Course	2 cr
541 Adlerian Approaches to Family Counseling	2 cr
568 Career Counseling	2 cr
642 Social Psychology	2 cr
— Electives	3 cr
995 M.A. Qualifying Examination	0 cr
<b>Total Credit Hours 65 cr</b>	

### Graduation Requirements

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

Adler School of Professional Psychology

## Certificate in Substance Abuse Counseling

The Certificate in Substance Abuse Counseling program is offered on a part-time basis and is designed to provide education in the theories and techniques of substance abuse counseling and supervised practicum experiences with specialized training for entry-level positions in this developing field.

### Minimum Admission Requirements

Applicants to this program must have:

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

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

### Certificate Requirements

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

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

### Graduation Requirements

1. Satisfactory completion of 24 credit hours, including all required courses.
2. Satisfactory completion of 400 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+".
4. Full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Substance Abuse Counseling.

## Certificate in Adlerian Psychotherapy

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

This program was developed to allow qualified professionals an opportunity to obtain specialized knowledge and clinical skills, participate in supervised clinical experiences, and acquire a specialty in Individual Psychology.

### Minimum Admission Requirements

Applicants to this program must have:

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

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

### Certificate Requirements

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

001	Student Orientation	0 cr
401	Principles of Adlerian Psychology	3 cr
431	Child Guidance & Parenting	1 cr
471	Pre-Practicum Skill Development	2 cr
515	Life Style Assessment	2 cr
522	Adlerian Approaches to Psychotherapy	2 cr
535	Psychodynamics of Psychopathology I: Adlerian	3 cr
502	Small Group Supervision I	1 cr
503	Small Group Supervision II	1 cr
504	Small Group Supervision III	1 cr
506	Practicum I (200 clock hours)	2 cr
507	Practicum II (200 clock hours)	2 cr
508	Practicum III (200 clock hours)	2 cr
622	Advanced Life Style Assessment	3 cr
647	Psychodynamics of Psychopathology II: Adlerian	3 cr
<b>Total Credit Hours</b>		<b>28 cr</b>

## Graduation Requirements

1. Satisfactory completion of 28 credit hours, including all required courses.
2. Satisfactory completion of 600 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Successful completion of a written, comprehensive case study of a client followed by an oral examination.
5. Full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Adlerian Psychotherapy.



## Certificate in Clinical Hypnosis

The clinical practice of hypnosis has changed greatly in the past 40 years. Perhaps the greatest single advancement in the field of hypnosis is the realization that the ability to experience hypnosis resides largely in the person having the experience rather than in the therapist. Modern clinical hypnosis is an interpersonal process in which the therapist and the client work cooperatively to enhance the well being of the client.

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

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

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

### Minimum Admission Requirements

Applicants to this program must have:

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

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

## Certificate Requirements

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

001	Student Orientation	0 cr
710	Theories & Techniques of Clinical Hypnosis I	3 cr
711	Theories & Techniques of Clinical Hypnosis II	3 cr
712	Clinical Hypnosis Skills Seminar I	3 cr
713	Clinical Hypnosis Skills Seminar II	3 cr
714	Research Seminar in Clinical Hypnosis	2 cr
506/	M.A. <i>or</i>	
611	Psy.D. Practicum* (200 clock hours)	2 cr
—	Electives	3 cr

**Total Credit Hours 19 cr**

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

## Graduation Requirements

1. Satisfactory completion of 19 credit hours, including all required courses.
2. Satisfactory completion of 200 clock hours of practicum with a focus on clinical hypnosis.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Successful completion of a public presentation of a case or paper, including both a written report and an audiotaped or videotaped copy of the presentation.
5. Full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Clinical Hypnosis.

# Certificate in Clinical Neuropsychology

## Program Overview & History

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

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

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

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

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

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

Adler School of Professional Psychology

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

## Minimum Admission Requirements

Students currently enrolled in the second or third year of a doctoral program in psychology and graduates of doctoral programs in clinical psychology, school psychology, or related fields are eligible to apply for admission. Ideal applicants should have a strong background in general psychology, including research and assessment; psychophysiology and psychopharmacology; learning, cognition, and perception; psychopathology; and intervention. In addition to doctoral level course work, applicants should have a minimum of 400 clock hours of practicum or supervised professional work experience.

The following Adler courses or equivalent courses at another college or university are recommended for admission:

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

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

Adler School of Professional Psychology

## Certificate Requirements

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

720	Beginning Neuropsychological Assessment	2 cr
721	Intermediate Neuropsychological Assessment I: Language, Movement, & Perception	2 cr
722	Intermediate Neuropsychological Assessment II: Memory & Executive Function	2 cr
723	Advanced Neuropsychological Assessment	2 cr
724	Practicum Seminar in Neuropsychology I & II (1 credit hour each)	2 cr
725	Neuropsychological Intervention Techniques	2 cr
726	Neuropsychology Practicum: Assessment (400 clock hours)	4 cr
727	Neuropsychology Practicum: Chronic or Acute Rehabilitation Strategies (400 clock hours)	4 cr
728	Pediatric Neuropsychological Assessment I	2 cr
729	Pediatric Neuropsychological Assessment II	2 cr
731	Neuroanatomy Lab	2 cr
700	Doctoral Internship* (2,000 clock hours)	0 cr
<b>Total Credit Hours</b>		<b>26 cr</b>

\* Doctoral Internship with a focus on neuropsychology.

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

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

## Graduation Requirements

1. Satisfactory completion of 26 credit hours, including all required courses.
2. Satisfactory completion of 800 clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+."
4. Satisfactory completion of a 2,000 hour doctoral internship with a focus on neuropsychology.
5. Successful presentation of a clinical neuropsychology case.
6. Full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Clinical Neuropsychology.

## Neuropsychological Assessment Specialty

Doctoral students who want to administer and score neuropsychological testing under the supervision of a licensed neuropsychologist should complete the following neuropsychology assessment courses:

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

## Certificate in Group Psychotherapy

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

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

### Minimum Admission Requirements

- Graduate standing in a master's or doctoral program in psychology or a related field or licensure as a social worker, psychologist, physician, nurse (RN), or clinical professional counselor.
- Approved applicants will be invited to a personal interview as a final step in the application process.

### Certificate Requirements

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

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

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

### Graduation Requirements

- Satisfactory completion of 12 credit hours, including all required courses.
- Satisfactory completion of 200 clock hours of practicum with a focus on group psychotherapy.
- A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+".
- Full payment of all outstanding tuition and fees.
- Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Group Psychotherapy.

## Certificate in Counseling & Ethnocultural Diversity

Psychologists in the United States today have been called upon to improve the quality of services to ethnoculturally diverse populations. The values, beliefs, and cultural expectations of diverse groups have an increasing impact on educational, political, business, and health care systems in the U.S. and throughout the world. Language and culture strongly affect the appropriate provision of mental health services. Therefore, psychological service providers need education and training in sociocultural frameworks, knowledge and skills for multicultural assessment and intervention.

The Certificate in Counseling & Ethnocultural Diversity program is designed to help psychologists and other mental health professionals recognize cultural diversity; understand the interrelationship of culture/race/ethnicity and sociopsychological and economic factors in the development of diverse populations and individuals; and help clients understand, maintain, and resolve their own sociocultural identification. Several courses required for the certificate may be independent studies designed to meet specific interests and needs. Students may focus on Hispanic/Latino issues, African-American issues, Native American issues, Minority Children and Adolescents, and so forth.

### Minimum Admission Requirements

- Graduate standing in a doctoral program in clinical psychology, advanced standing (ready for practicum) in a master's program in counseling or clinical psychology, or a minimum of a master's degree in a mental health field.

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

### Certificate Requirements

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

001 Student Orientation	0 cr
642 Social Psychology	2 cr
670 Social & Cultural Differences in Psychotherapy	2 cr
671 Seminars: Cultural Differences in Psychotherapy* (1-2 credits each)	5 cr
672 Practicum Seminar in Ethnocultural Diversity I	2 cr
673 Practicum Seminar in Ethnocultural Diversity II	2 cr
506/507 M.A. or	
611/612 Psy.D. Practicum** (2 cr each/400 clock hours total)	4 cr
<b>Total Credit Hours</b>	<b>17 cr</b>

\* With approval of the Program Coordinator, Course 499, Independent Study, may be substituted for up to three (3) credit hours. Note that course 671 is listed concurrently as course 698 Elective.

\*\* M.A. (506 & 507) or Psy.D. (611 & 612) practica with a focus on ethnocultural diversity.

### Graduation Requirements

- Satisfactory completion of 17 credit hours, including all required courses.
- Satisfactory completion of 400 clock hours of practicum with a focus on ethnocultural diversity.
- A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+".
- Full payment of all outstanding tuition and fees.
- Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Counseling and Ethnocultural Diversity.

## Certificate in Counseling & Gender Studies

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

The Certificate in Counseling & Gender Studies program is designed to provide psychologists and other mental health professionals with a theoretical framework for considering gender issues in a systematic fashion as well as knowledge and skills for assessment and intervention. Successful graduates will be able to recognize gender bias and diversity; understand the role of gender and sexual orientation in psychosocial, political, and economic development; help clients understand, maintain, and resolve their own gender and sexual orientation; and understand the interaction of culture, gender, and sexual orientation with behavior and needs. The program is designed to allow students flexibility to focus on lesbian, gay, men's, or women's issues.

### Minimum Admission Requirements

- Graduate standing in a doctoral program in psychology, or advanced standing (ready for practicum) in a master's degree program in counseling or clinical psychology, or a minimum of a master's degree in a mental health field.

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

### Certificate Requirements

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

001 Student Orientation	0 cr
642 Social Psychology	2 cr
654 Human Sexuality	3 cr
675 Gender Issues in Psychotherapy	2 cr
676 Seminars: Gender Issues in Psychotherapy	2 cr
677 Practicum Seminar in Gender Issues I	2 cr
678 Practicum Seminar in Gender Issues II	2 cr
506/507 M.A. <u>or</u>	
611/612 Psy.D. Practicum* (2 cr each/400 clock hours total)	4 cr
<b>Total Credit Hours</b>	<b>17 cr</b>

- \* M.A. (506 & 507) or Psy.D. (611 & 612) practica with a focus on gender issues.

### Graduation Requirements

- Satisfactory completion of 17 credit hours, including all required courses.
- Satisfactory completion of 400 clock hours of practicum with a focus on gender issues.
- A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+".
- Full payment of all outstanding tuition and fees.
- Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Counseling & Gender Studies.

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

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

Two additional competency areas complete the education and training model in Adler's doctoral program. Integrated throughout the program, and receiving special emphasis, is competency in individual and cultural diversity. Throughout the curriculum, students are exposed to the multiple theories and schools of thought that have shaped and continue to have an impact on the field of psychology. Focused training in the theories and methods of Alfred Adler's Individual Psychology, uniquely available in Adler's educational programs, is the eighth competency in our model.

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

### Admission Requirements

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

Applicants must have the equivalent of at least 18 semester credit hours in psychology with grades of "B" or better. Minimum required courses include introductory or general psychology, personality theory, abnormal psychology, and tests and measurement or psychometrics.

Practicum or work experience in psychology or a related field is highly desirable and is considered in the evaluation of applicants.

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

### Review of Applications

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

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

### Length of Program

The doctoral program is designed to be completed in four to five years. Full-time students (nine credit hours or more per term) normally should plan to spend three to four years in course work and practicum experience followed by a one-year full-time or two-year half-time internship.

Although time to completion for full-time and part-time students will vary, all students are required to carry a minimum of five credit hours each term, excluding summer. Many students complete the dissertation before or during the internship year. Some students need additional time following the internship to complete this requirement.

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

### Time to Completion

Average time to completion of the doctoral degree for the first 150 graduates (1990 - 1998) of the program was 5.1 years. The maximum time to complete all requirements for the Psy.D. degree is 10 years from the date of first registration following admission to the program. Students are expected to complete the program within two years of completing the internship. Failure to do so may result in administrative withdrawal from the program.

### Certificate & M.A. Degree Options

Doctoral students may elect to earn a certificate in a specialized area of study or a Master of Arts degree while pursuing the Psy.D. degree. Students can earn these additional credentials by fulfilling admission and graduation requirements as specified in other sections of this *Catalog*. Many graduates report that these additional credentials enhanced their value to internship directors and employers. Pursuing an M.A. degree other than the M.A. in

Counseling Psychology or pursuing a certificate in addition to the doctorate typically will result in longer completion times for the doctoral degree. Doctoral graduates may continue in certificate programs following graduation.

Interested students should contact the Office of Admissions for further information. See other chapters in this *Catalog* for M.A. and certificate program descriptions and requirements.

## Doctoral Scholars Program

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

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

## Residency Requirement

A residency requirement must be satisfied following admission to the Psy.D. program. This requirement may be satisfied in either of the following ways: Completion of a minimum of nine credit hours or more per term for three consecutive terms, which may include the summer term; or completion of 30 credit hours within one twelve-month period with a minimum enrollment of five credit hours during three of the four academic terms. The internship year cannot be counted towards fulfilling any portion of this residency requirement. Students do not need to live locally to satisfy the residency requirement.

## Qualifying Examinations

In addition to satisfying course work, practica, and other program requirements, students must also pass two qualifying examinations. The Written Qualifying Examination assesses the students' knowledge in five competency or subcompetency areas: assessment; psychopathology; intervention; Adlerian theory and methods; and foundation areas of research, developmental theories, and comparative theories. Students are expected to register for this requirement upon completion of the core courses, approximately 60 credit hours. Information and a current listing of prerequisite courses can be obtained from the Registrar's Office. Although students must complete all prerequisite courses before seeking approval of the Exam Coordinator to register for the examination, the examination is not restricted in scope to the material covered in these courses.

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

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

The School offers noncredit courses to assist students in preparing for each qualifying examination. Students are encouraged to form study groups to prepare for the Written and Clinical Qualifying Examinations. Updated guidelines/preparatory books for the Written and Clinical Qualifying Examinations are published regularly and can be obtained in the Book Store. Students are encouraged to meet with the Exam Coordinator or the Dean of Students to discuss current guidelines for each examination and for advisement.

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

## Practicum

An integral part of the doctoral program is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Typically, clinical training focuses first on developing skills and providing experience in psychological assessment and second on developing skills related to intervention/treatment. Because the focus is on integrating doctoral level education with doctoral-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere or in a previously completed Adler M.A. program.

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

The Office of Clinical Training works in collaboration with students in identifying clinical experiences which meet the standards and requirements of the program. Students should refer to the *Practicum Handbook*, available from the Office of the Dean of Clinical Training, for detailed information.



## Internship

An important portion of the Psy.D. program is devoted to a 2,000 clock hour internship at an approved site over a 12 month (full-time) or 24 month (half-time) period. The internship is designed to provide intensive advanced clinical training upon course work, practicum experiences, and clinical supervision. Because the internship is an essential component of the Psy.D. program, it can never be waived. Students who do not successfully complete the internship are subject to dismissal from the School.

Students who have passed the Written Qualifying and the Clinical Qualifying Examinations are qualified to apply for an internship for the following year. Students must successfully complete all doctoral course work and all practicum requirements prior to beginning an internship. Students are encouraged to have completed at least the data collection component of the dissertation prior to beginning their internship.

The Dean of Clinical Training works closely with students to assess readiness to apply for, accept, and begin internship, and to identify appropriate internship sites. A number of paid pre- and post-doctoral internships are available to students through the School's Psychological Services Center (PSC). The PSC's internship is APPIC listed. Information about the PSC internship can be obtained from the Director of the PSC.

The *Internship Handbook*, available from the Office of the Dean of Clinical Training, provides specific information regarding internship requirements.

## Doctoral Dissertation

The Doctoral Dissertation is the culmination of the students' academic experience and clinical training. Therefore, students must successfully complete the Written and Clinical Qualifying Examinations before registering for the Dissertation Proposal and formally beginning work on the dissertation. However, students may identify an interest, conduct preliminary work - such as reading - in the area of interest, and consult with faculty regarding a possible topic at any time during the program and are encouraged to do so as early as possible. Students may select a dissertation topic of historical, theoretical, clinical, social, or philosophical interest that will make a contribution to the field of clinical psychology.

One of the most important phases in preparation of the dissertation is writing the dissertation proposal. Registration for Course 697, Doctoral Dissertation Proposal (1 credit hour), is the first formal step. Students are expected to complete a proposal to the satisfaction of their dissertation committee and to pass an oral defense of the proposal. If the proposal is not completed and defended during the term of registration in Course 697, students must register for the course in subsequent term(s) for zero credit hours. Students have four terms (one year) from initial registration for Course 697 to complete the dissertation proposal. Failure to produce an approved proposal within one year will result in referral to the Academic Standing Committee.

Completion of the Doctoral Dissertation and Oral Defense requires students to demonstrate the ability to evaluate, synthesize, integrate, and apply relevant psychological research and practice culminating in a scholarly paper of publishable quality. Although the Oral Defense is focused on the Doctoral Dissertation, it may include areas such as research theory and design, professional psychology, clinical knowledge, and other psychology-related topics and issues.

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

Doctoral students who have registered for the required eight hours of dissertation credit and completed the internship requirement but have not completed the dissertation must register each term for Course 065, Doctoral Degree Candidate Continuation (0 credit hours), and pay the required fee to remain in good standing. Failure to complete the dissertation within two years of completing the internship may result in administrative dismissal from the Psy.D. program.

## Academic Levels

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

- **First Year Doctoral Student**
  - First Year Status is conferred upon admission to the doctoral program to students who have less than a master's degree.
- **Second Year Doctoral Student**
  - Possession of a Master's degree in psychology or completion of a minimum of 45 credit hours.
  - Permission to begin practicum training from the Dean of Clinical Training.
- **Third Year Doctoral Student**
  - Completion of a minimum of 90 credit hours.
  - Completion of the Written Qualifying Examination.
  - Completion of 600 clock hours of practicum.
- **Fourth Year Doctoral Student**
  - Completion of a minimum of 135 credit hours.
  - Completion of the Clinical Qualifying Examination.
  - Completion during this year of the final 600 clock hours of practicum.
- **Doctoral Intern**
  - Completion of 1,200 clock hours of practicum.
  - Placement in an approved internship.

## Degree Requirements

The following core and advanced courses are required for this degree. Students should take core courses early in the program in order to satisfy prerequisites for advanced courses, be approved to take the Written Qualifying Examination, and prepare for practicum placements.

### Core Courses

001	Student Orientation	0 cr
401	Principles of Adlerian Psychology	3 cr
431	Child Guidance & Parenting	1 cr
439	Introduction to Substance Abuse I	2 cr
471	Pre-Practicum Skill Development	2 cr
498	Research Seminar	2 cr
505	Professional Issues & Ethics	3 cr
511	Clinical Assessment & Interviewing	3 cr
512	Appraisal of Individuals	2 cr
515	Life Style Assessment	2 cr
521	Introduction to Psychotherapy	2 cr
522	Adlerian Approaches to Psychotherapy	2 cr
531	Theory & Practice of Group Psychotherapy I	2 cr
535	Psychodynamics of Psychopathology I: Adlerian	3 cr
541	Adlerian Approaches to Family Counseling	2 cr
568	Career Counseling	2 cr
625	Life Span I	3 cr
626	Life Span II	3 cr
627	Assessment I: Intelligence Testing	3 cr
628	Assessment II: Personality Inventories	3 cr
629	Assessment III: Projective Testing	3 cr
644	Psychopathology: Child & Adolescent	3 cr
645	Psychopathology: Anxiety Based & Personality Disorders	3 cr
646	Psychopathology: Psychotic & Depressive Disorders	3 cr

### Advanced Doctoral Courses

601	Practicum Seminar: The Psychological Report	3 cr
602	Practicum Seminar: Preparation for Professional Practice	3 cr
603	Psy.D. Practicum Seminars (1-2 credit hours each)	8 cr
611	Psy.D. Practicum I (200 clock hours)	2 cr
612	Psy.D. Practicum II (200 clock hours)	2 cr
613	Psy.D. Practicum III (200 clock hours)	2 cr
614	Psy.D. Practicum IV (200 clock hours)	2 cr
615	Psy.D. Practicum V (200 clock hours)	2 cr
616	Psy.D. Practicum VI (200 clock hours)	2 cr
622	Advanced Life Style Assessment	3 cr
630	Psychophysiology I: Theory	3 cr
631	Psychophysiology II: Clinical Applications	2 cr

632	Cognitive-Affective Bases of Behavior	3 cr
633	Perception, Motivation, & Learning	2 cr
634	History & Systems	3 cr
635	Introduction to Health Psychology	3 cr
638	Research I: Inferential Statistics & Methodology	3 cr
639	Research II: Multivariate Statistics & Methodology	3 cr
640	Research III: Advanced Psychometrics	2 cr
642	Social Psychology	2 cr
643	Advanced Psychotherapy	3 cr
647	Psychodynamics of Psychopathology II: Adlerian	3 cr
650	Psychopharmacology	2 cr
653	Rehabilitation Psychology	2 cr
660	Marriage & Family Therapy I	3 cr
661	Marriage & Family Therapy II	3 cr
670	Social & Cultural Differences in Psychotherapy	2 cr
675	Gender Issues in Psychotherapy	2 cr
697	Doctoral Dissertation Proposal	1 cr
699	Doctoral Dissertation	8 cr
700	Doctoral Internship	0 cr
701	Doctoral Dissertation Seminar	0 cr
702	Doctoral Internship Seminar	0 cr
—	Electives	9 cr

**Total Credit Hours 150 cr**

## Schedule

The Adler School has a history of providing education and training to working professionals. The doctoral program continues this aspect of our mission by providing schedules designed to meet the needs of both traditional students and working professionals. For the former, doctoral courses are scheduled on weekdays and evenings, which allows completion of the program in four years. Working professionals enrolled in the doctoral program typically attend classes on a weekend schedule, Friday nights through Sundays approximately every other weekend throughout the year. Students following the weekend schedule can complete the doctoral program in five years. In practice, most students attend courses on both schedules, taking advantage of the flexibility to meet clinical training and personal needs.

## Suggested Course Sequences

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

*Weekday Sequence***FIRST YEAR****Summer Term**

001 Student Orientation	0 cr
401 Principles of Adlerian Psychology	3 cr
511 Clinical Assessment & Interviewing	3 cr
521 Introduction to Psychotherapy	2 cr
<b>Total</b>	<b>8 cr</b>

**Fall Term**

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

**Winter Term**

431 Child Guidance & Parenting (Group Leadership Training)	1 cr
535 Psychodynamics of Psychopathology I: Adlerian	3 cr
626 Life Span II	3 cr
628 Assessment II: Personality Inventories	3 cr
633 Perception, Motivation, & Learning	2 cr
<b>Total</b>	<b>12 cr</b>

**Spring Term**

512 Appraisal of Individuals	2 cr
515 Life Style Assessment	2 cr
541 Adlerian Approaches to Family Counseling	2 cr
629 Assessment III: Projective Testing	3 cr
645 Psychopathology: Anxiety Based & Personality Disorders	3 cr
<b>Total</b>	<b>12 cr</b>

**SECOND YEAR****Summer Term**

471 Pre-Practicum Skill Development	2 cr
498 Research Seminar	2 cr
522 Adlerian Approaches to Psychotherapy	2 cr
646 Psychopathology: Psychotic & Depressive Disorders	3 cr
670 Social & Cultural Differences in Psychotherapy	2 cr
<b>Total</b>	<b>11 cr</b>

**Fall Term**

050 Preparation for the Written Qualifying Exam	0 cr
601 Practicum Seminar: The Psychological Report	3 cr
611 Psy.D. Practicum I (200 hours)	2 cr
630 Psychophysiology I: Theory	3 cr
638 Research I: Inferential Statistics & Methodology	3 cr
<b>Total</b>	<b>11 cr</b>

**Winter Term**

602 Practicum Seminar: Preparation for Professional Practice	3 cr
612 Psy.D. Practicum II (200 hours)	2 cr
631 Psychophysiology II: Clinical Applications	2 cr
639 Research II: Multivariate Statistics & Methodology	3 cr
660 Marriage & Family Therapy I	3 cr
996 Doctoral Written Qualifying Exam	0 cr
<b>Total</b>	<b>13 cr</b>

**Spring Term**

603 Practicum Seminar	2 cr
613 Psy.D. Practicum III (200 hours)	2 cr
622 Advanced Life Style Assessment	3 cr
640 Research III: Advanced Psychometrics	2 cr
650 Psychopharmacology	2 cr
<b>Total</b>	<b>11 cr</b>

**THIRD YEAR****Summer Term**

051 Preparatory Course for the Clinical Qualifying Exam	0 cr
632 Cognitive-Affective Bases of Behavior	3 cr
634 History & Systems	3 cr
643 Advanced Psychotherapy	3 cr
647 Psychodynamics of Psychopathology II: Adlerian	3 cr
997 Doctoral Clinical Qualifying Examination	0 cr
<b>Total</b>	<b>12 cr</b>

**Fall Term**

439 Introduction to Substance Abuse I	2 cr
531 Theory & Practice of Group Psychotherapy I	2 cr
603 Practicum Seminar	2 cr
614 Psy.D. Practicum IV (200 hours)	2 cr
661 Marriage & Family Therapy II	3 cr
675 Gender Issues in Psychotherapy	2 cr
<b>Total</b>	<b>13 cr</b>

**Winter Term**

568 Career Counseling	2 cr
603 Practicum Seminar	2 cr
615 Psy.D. Practicum V (200 hours)	2 cr
653 Rehabilitation Psychology	2 cr
697 Doctoral Dissertation Proposal	1 cr
<b>Total</b>	<b>9 cr</b>

**Spring Term**

603 Practicum Seminar	2 cr
616 Psy.D. Practicum VI (200 hours)	2 cr
642 Social Psychology	2 cr
--- Electives	4 cr
<b>Total</b>	<b>10 cr</b>

**FOURTH YEAR**

<b>Summer Term</b>		
635 Introduction to Health Psychology	3 cr	
699 Doctoral Dissertation	2 cr	
701 Doctoral Dissertation Seminar	0 cr	
--- Electives	5 cr	
<b>Total 10 cr</b>		

<b>Fall Term</b>		
699 Doctoral Dissertation	3 cr	
700 Doctoral Internship	0 cr	
701 Doctoral Dissertation Seminar	0 cr	
702 Doctoral Internship Seminar	0 cr	
<b>Total 3 cr</b>		

<b>Winter Term</b>		
699 Doctoral Dissertation	3 cr	
700 Doctoral Internship	0 cr	
701 Doctoral Dissertation Seminar	0 cr	
702 Doctoral Internship Seminar	0 cr	
<b>Total 3 cr</b>		

<b>Spring Term</b>		
700 Doctoral Internship	0 cr	
702 Doctoral Internship Seminar	0 cr	
<b>Total 0 cr</b>		

<b>Summer Term</b>		
700 Doctoral Internship	0 cr	
702 Doctoral Internship Seminar	0 cr	
<b>Total 0 cr</b>		

**Weekend Sequence****FIRST YEAR**

<b>Fall Term</b>		
001 Student Orientation	0 cr	
627 Assessment I: Intelligence Testing	3 cr	
521 Introduction to Psychotherapy	2 cr	
531 Theory & Practice of Group Psychotherapy I	2 cr	
634 History & Systems	3 cr	
<b>Total 10 cr</b>		

<b>Winter Term</b>		
401 Principles of Adlerian Psychology	3 cr	
628 Assessment II: Personality Inventories	3 cr	
511 Clinical Assessment & Interviewing	3 cr	
<b>Total 9 cr</b>		

<b>Spring Term</b>		
629 Assessment III: Projective Testing	3 cr	
660 Marriage & Family Therapy I	3 cr	
512 Appraisal of Individuals	2 cr	
431 Child Guidance & Parenting (Group Leadership Training)	1 cr	
<b>Total 9 cr</b>		

<b>Summer Term</b>		
625 Life Span I	3 cr	
505 Professional Issues & Ethics	3 cr	
498 Research Seminar	2 cr	
522 Adlerian Approaches to Psychotherapy	2 cr	
<b>Total 10 cr</b>		

**SECOND YEAR**

<b>Fall Term</b>		
471 Pre-Practicum Skill Development	2 cr	
541 Adlerian Approaches to Family Counseling	2 cr	
626 Life Span II	3 cr	
644 Psychopathology: Child & Adolescent	3 cr	
<b>Total 10 cr</b>		

<b>Winter Term</b>		
638 Research I: Inferential Statistics & Methodology	3 cr	
645 Psychopathology: Anxiety Based & Personality Disorders	3 cr	
439 Introduction to Substance Abuse I	2 cr	
642 Social Psychology	2 cr	
<b>Total 10 cr</b>		

<b>Spring Term</b>		
639 Research II: Multivariate Statistics & Methodology	3 cr	
646 Psychopathology: Psychotic & Depressive Disorders	3 cr	
568 Career Counseling	2 cr	
515 Life Style Assessment	2 cr	
<b>Total 10 cr</b>		

<b>Summer Term</b>		
640 Research III: Advanced Psychometrics	2 cr	
535 Psychodynamics of Psychopathology I: Adlerian	3 cr	
661 Marriage & Family Therapy II	3 cr	
050 Preparation for the Written Qualifying Exam	0 cr	
<b>Total 8 cr</b>		

**THIRD YEAR**

<b>Fall Term</b>		
630 Psychophysiology I: Theory	3 cr	
601 Practicum Seminar: The Psychological Report	3 cr	
611 Psy.D. Practicum I	2 cr	
633 Perception, Motivation, & Learning	2 cr	
<b>Total 10 cr</b>		

<b>Winter Term</b>	
631 Psychophysiology II: Clinical Applications	2 cr
602 Practicum Seminar: Preparation for Professional Practice	3 cr
612 Psy.D. Practicum II	2 cr
670 Social & Cultural Differences in Psychotherapy	2 cr
996 Doctoral Written Qualifying Exam	0 cr
<b>Total</b>	<b>9 cr</b>
<b>Spring Term</b>	
650 Psychopharmacology	2 cr
603 Psy.D. Practicum Seminar	2 cr
613 Psy.D. Practicum III	2 cr
632 Cognitive-Affective Bases of Behavior	3 cr
<b>Total</b>	<b>9 cr</b>
<b>Summer Term</b>	
622 Advanced Life Style Assessment	3 cr
635 Introduction to Health Psychology	3 cr
647 Psychodynamics of Psychopathology II: Adlerian	3 cr
051 Preparatory Course for the Clinical Qualifying Exam	0 cr
<b>Total</b>	<b>9 cr</b>

**FOURTH YEAR**

<b>Fall Term</b>	
603 Psy.D. Practicum Seminar	2 cr
614 Psy.D. Practicum IV	2 cr
997 Doctoral Clinical Qualifying Exam	0 cr
--- Electives	3 cr
<b>Total</b>	<b>7 cr</b>
<b>Winter Term</b>	
603 Psy.D. Practicum Seminar	2 cr
615 Psy.D. Practicum V	2 cr
653 Rehabilitation Psychology	2 cr
--- Electives	3 cr
<b>Total</b>	<b>9 cr</b>
<b>Spring Term</b>	
675 Gender Issues in Psychotherapy	2 cr
603 Psy.D. Practicum Seminar	2 cr
616 Psy.D. Practicum VI	2 cr
643 Advanced Psychotherapy	3 cr
697 Doctoral Dissertation Proposal	1 cr
<b>Total</b>	<b>10 cr</b>
<b>Summer Term</b>	
699 Doctoral Dissertation	3 cr
701 Doctoral Dissertation Seminar	0 cr
--- Electives	3 cr
<b>Total</b>	<b>6 cr</b>

**FIFTH YEAR**

<b>Fall Term</b>	
699 Doctoral Dissertation	3 cr
700 Doctoral Internship	0 cr
701 Doctoral Dissertation Seminar	0 cr
702 Doctoral Internship Seminar	0 cr
<b>Total</b>	<b>3 cr</b>
<b>Winter Term</b>	
699 Doctoral Dissertation	3 cr
700 Doctoral Internship	0 cr
701 Doctoral Dissertation Seminar	0 cr
702 Doctoral Internship Seminar	0 cr
<b>Total</b>	<b>3 cr</b>
<b>Spring Term</b>	
700 Doctoral Internship	0 cr
702 Doctoral Internship Seminar	0 cr
<b>Total</b>	<b>0 cr</b>
<b>Summer Term</b>	
700 Doctoral Internship	0 cr
702 Doctoral Internship Seminar	0 cr
<b>Total</b>	<b>0 cr</b>

**Graduation Requirements**

1. Satisfactory completion of 150 credit hours, including all required courses.
2. Satisfactory completion of 1,200 hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+."
4. Fulfillment of the Residency Requirement.
5. Successful completion of the Written and Clinical Qualifying Examinations.
6. Successful completion of a Doctoral Dissertation and Oral Defense.
7. Satisfactory completion of an approved Internship.
8. Full payment of all outstanding tuition and fees.
9. Recommendation by the Faculty to the Board of Trustees for the conferral of the Doctor of Psychology in Clinical Psychology.

## Course Descriptions

### Overview

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

### Courses

#### 001 Student Orientation

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

#### 030 Advanced General Psychology

This graduate course reviews major psychological theories and research. Subject matter presented in this course is prerequisite for admission into all degree and certificate programs. (0 credit hours)

#### 040 Advanced Abnormal Psychology

This graduate course covers the development, symptoms, and patterns of maladaptive behavior. Topics covered include the onset and progression of developmental and psychological disorders. Students are introduced to current DSM categorization, and classification of psychological phenomena. Subject matter presented in this course is prerequisite for admission into all degree and certificate programs. (0 credit hours)

#### 048 Writing for the Written Qualifying Examination

(0 credit hours)

#### 050 Preparation for the Written Qualifying Examination

(0 credit hours)

#### 051 Preparation for the Clinical Qualifying Examination

(0 credit hours)

#### 052 Preparation for Internship

(0 credit hours)

Adler School of Professional Psychology

### Course Descriptions

#### 055 Continuous Enrollment

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

#### 065 Doctoral Degree Candidate Continuation

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

#### 335 Psychodrama

This course provides an introduction to the theory and techniques of psychodrama and sociometrics through supervised experience in opening, developing, and closing psychodrama sessions. A variety of techniques are utilized using the class itself as a group situation. The course is designed for self-improvement in addition to learning about the use of psychodrama as a therapy technique. (2 credit hours)

#### 347 The Use of Art in Group Counseling

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

#### 401 Principles of Adlerian Psychology

Prerequisites: 030 & 040 or the equivalent. Students learn the theoretical principles of Individual Psychology as a basis for understanding the development of the individual's creation of a unique style of living in the context of his/her original family constellation. This course addresses the affective dimensions of learning in a child's training and self-training; the selectivity of perception in the formation of biases; the purposiveness of behavior; creativity, self-determination, and the indivisibility of the person (holism). (3 credit hours)

#### 411 Psychometric Methods

This course provides a basic psychometric background for understanding assessment methods, basic statistics, and standardized tests. Topics include construction and standardization of tests, reliability and validity, and the application of tests and measurements. (2 credit hours)

#### 415 Theories of Personality

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

Adler School of Professional Psychology

**431 Child Guidance & Parenting**

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

**432 Child Guidance & Parenting Group Supervision**

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

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

These introductory courses provide an overview of chemical dependence and other addictive behaviors. Included is an overview of the information needed to assess and treat chemical dependence and other addictive behaviors; provide understanding of the difference between abuse and dependence; recognize dual disorders; and understand the basic physiological, pharmacological, and medical aspects of chemical dependence. Consideration of how these aspects apply to special populations, such as minorities, adolescents, women, and HIV-positive clients, is discussed. (2 credit hours each)

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

Prerequisite: 439 or 440. Major theories of etiology, dynamics, and psychopathology of substance abuse are presented within the context of human development. Clinical concepts, terminology, and treatment modalities, including group, individual, and family counseling techniques, are discussed. Importance of the clinical setting is discussed with emphasis on utilization of supervision, mandated limits of confidentiality, professional ethics, and staff dynamics. (4 credit hours)

**443 Theories & Techniques of Substance Abuse Counseling I**

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

**444 Theories & Techniques of Substance Abuse Counseling II**

Prerequisite: 443. This course develops counseling skills concurrently with practicum field experiences. Emphasis is on written and oral case presentations in the areas of counseling skills, intake assessment, treatment planning, and case management. (2 credit hours)

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**445, 446, & 450 Practicum in Substance Abuse Counseling I-III**  
Prerequisites: Permission of the Program Coordinator & concurrent with Small Group Supervision (447-449). Students are involved in an approved field placement experience to integrate knowledge and skills in a clinical setting. Students are required to spend 200 clock hours per practicum (a minimum of 600 total clock hours) in a supervised field experience. (2 credit hours each)

**447-449 Substance Abuse Small Group Supervision I-III**

Prerequisite: Concurrent with Practica (445, 446, & 450). The small group supervision series must be taken concurrently with the students' practicum experiences. Students are required to be actively counseling clients to register. Small group supervision provides an opportunity to develop clinical skills, values, and attitudes in a supervised setting. (1 credit hour each)

**454 Art Therapy & the Elderly**

This course explores the application of art therapy techniques for working with the elderly through lecture, discussion, video presentation, and experiential art (2 credit hours)

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

This course is a crosscultural investigation of art and ritual which provides a background for discussing current multicultural issues so that students learn to more competently address the needs of ethnic minority populations in counseling. (2 credit hours)

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

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

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

Prerequisites: 347 & 401. This course introduces the history, philosophy, theory, and practice of the use of art in counseling. The fundamental elements of three modes of art therapy are presented through demonstration, discussion, and required reading. (2 credit hours)

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

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

**459 Dreamwork & Expressive Arts Therapies**

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

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

This course explores loss and grief issues using the integration of psychodrama and art therapy. (2 credit hours)

**461 Art Therapy Studio: Professional Development**

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

**462 Art Therapy & Psychopathology**

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

**463 Art Therapy & Addictive Disorders**

Prerequisite: 347. This course defines codependence and the issues of recovery, including a 12-step program. Group and individual art therapy approaches which can be used as an intervention mode in the treatment of the chemically dependent are presented. (2 credit hours)

**464 Psychology of Artistic Creativity**

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

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

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

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

Prerequisite: Concurrent with Practicum (470). Small group supervision must be taken concurrently with the students' practicum experiences. Students are required to be actively counseling clients to register. Small group supervision provides an opportunity to develop clinical skills, values, and attitudes in a supervised setting. (1 credit hour each)

**470 Practicum in Art Therapy**

Prerequisites: Concurrent with Small Group Supervision (467-469). Permission of Program Coordinator, & at least 35 credit hours in Art Therapy. This practicum requires 700 clock hours of clinical art therapy under at least partial supervision of a registered art therapist. (7 credit hours)

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**471 Pre-Practicum Skill Development**

Prerequisite: 401. Students observe a therapist working with a client, beginning with the initial interview through ongoing actual or simulated sessions (presented either live or on videotape). This course is designed to introduce students to basic skills required in practicum. (2 credit hours)

**498 Research Seminar**

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

**499 Independent Study**

Prerequisite: Permission of the Dean of Students. Students in degree programs are provided an opportunity to pursue advanced study in special areas which Adler School does not normally provide. This is a self-directed study under faculty supervision in any theoretical or clinical aspect related to the curriculum. (1-4 credit hours)

**500 M.A. Thesis**

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

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

Prerequisite: Concurrent with Practica (506-508). The small group supervision series must be taken concurrently with the students' practicum experiences. Students are required to be actively counseling clients to register. Small group supervision provides an opportunity to develop clinical skills, values, and attitudes in a supervised setting. (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)

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

Prerequisites: Concurrent with Small Group Supervision (502-504), completion of a minimum of 30 credit hours of course work, & permission of the Dean of Clinical Training. M.A. students must complete a minimum of 200 clock hours of supervised clinical experience for each approved practicum. (2 credit hours each)

**511 Clinical Assessment & Interviewing**

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

**512 Appraisal of Individuals**

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

**515 Life Style Assessment**

Prerequisites: 401 & 511. This course introduces the family constellation and early recollections and their meaning, significance, and usefulness in helping to gain an understanding of the individual's life style and outlook on life. The early social milieu in which the individual develops fundamental attitudes is discussed with an emphasis on understanding the importance of other family members in relation to the individual's subjective view of him/herself and the world. (2 credit hours)

**516 Dream Interpretation**

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

**518 Human Growth & Development**

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

**521 Introduction to Psychotherapy**

Prerequisite: 040 & 415. This course presents an examination and analysis of the major theories, principles, and techniques of psychotherapy. Approaches presented include Freudian, Rogerian, Jungian, Adlerian, existential, humanistic, rational-emotive, and cognitive therapies. (2 credit hours)

**522 Adlerian Approaches to Psychotherapy**

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

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

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

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

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

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

Prerequisite: 532. This course examines issues which surface once students have a working knowledge of group psychotherapy theory and emphasizes current clinical work and involves participation in role playing situations. Students become sensitized to the evolving nature of group psychotherapy theories and the changing professional models that are used in the field. At the beginning and end of the course, students conduct a therapy intervention either in a simulated role playing situation or through video or audio tapes. (2 credit hours)

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

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

**535 Psychodynamics of Psychopathology I: Adlerian**

Prerequisites: 040 or the equivalent & 401. This course introduces the psychodynamics of psychopathology from an Adlerian perspective. (3 credit hours)

**536 Professional Development: An Experiential Course**

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

**541 Adlerian Approaches to Family Counseling**

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

**543 Counseling Children & Adolescents**

Prerequisite: 521 & 541 recommended. This is a practical course emphasizing the basic principles and processes of counseling children and adolescents. Included are assessment of presenting problems, how to involve the family, legal and ethical issues specific to this population, assessment of suicide potential, and developmental issues. (2 credit hours)

**551 Introduction to Gerontology**

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

**552 Aging & the Family**

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

**553 The Psychology of Aging**

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

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

Prerequisite: Permission of the Program Coordinator & concurrent with Small Group Supervision (557-559). Each practicum experience requires 200 clock hours in a geriatric field placement. (2 credit hours each)

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

Prerequisite: Concurrent with Practica (554-556). The small group supervision series must be taken concurrently with the students' practicum experiences. Students are required to be actively counseling clients to register. Small group supervision provides an opportunity to develop clinical skills, values, and attitudes in a supervised setting. (1 credit hour each)

**560 Assessing Aging**

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

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

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

**562 Remedial Techniques in Dementia & Memory**

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

**563 Counseling Techniques with the Elderly**

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

**564 Psychopathology & Aging**

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

**566 Loss & Grieving**

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

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**568 Career Counseling**

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

**571 Preparation for Counseling & Organizational Consulting**

This seminar provides an introduction to the field of consulting psychology. Attention is paid to clinical applications and corporate practices as well as the integration of the two. Societies, organizations, and professional groups are explored as sources for professional exposure and development. (3 credit hours)

**572 Interpersonal & Organizational Behavior**

This course allows students to further explore management with respect to human behavior in the workplace. Current developments in the behavior sciences as they apply to the business organization are stressed. Emphasized concepts include individual and group dynamics, motivation, leadership, ethics, power, conflict resolution, decision-making, and stress management. (3 credit hours)

**574 Strategic Human Resource Management**

This course examines the principles, policies, and procedures of human resource management. Emphasis is on recruitment, selection, salary and benefits, training and development, performance evaluation, employee relations, and legal issues pertaining to health, safety, and security. (3 credit hours)

**575 Business Policy & Consulting Psychology**

This course examines the nature of strategic planning and management as the cornerstone for understanding the direction, behavior, and operations of business firms. Consulting psychology is highlighted in its role in strategy formulation and implementation. (3 credit hours)

**580 Organizational Theory & Design**

This course presents an analytical, in-depth study of key macro- and mid-level organizational theories of structure and design, technology, environmental adaptation, and managerial functions and controls. (3 credit hours)

**584 Group Management & Organizational Development**

This course examines strategies and methods for developing and increasing the creativity, flexibility, and effectiveness of organizations and managers. Theories, applied analysis, and skill development emphasize the successful introduction of organizational change affecting work units, task groups, and individuals. (3 credit hours)

**587 Organizational Psychology Practicum I: Counseling**

Prerequisites: Completion of a minimum of 30 credit hours of course work, permission of the Dean of Clinical Training, & concurrent with Small Group Supervision. Students must complete a minimum of 300 clock hours of supervised experience in an approved clinical setting. (3 credit hours)

**588 Organizational Psychology Practicum II: Business & Industry**

Prerequisites: Completion of a minimum of 30 credit hours of course work, permission of the Dean of Clinical Training, & concurrent with Small Group Supervision. Students must complete a minimum of 300 clock hours of experience in an approved work setting. (3 credit hours)

**592 Leadership Assessment & Development**

Prerequisites: 560 & 572. This course addresses the principles of identifying and developing leadership potential. Both the professional and technical aspects of personality assessment and career development are examined as well as organizational issues of competency modeling succession planning. (3 credit hours)

**596 Practice Development & Issues**

Prerequisites: 571, 584, & 592. This course is the capsule course to integrate the Counseling & Organizational Psychology program. The focus is on building a practice "business plan". The practice areas of private clinical practice, EAP, HMO, fee for service, and management consulting will be explored. The goal is to investigate particular practice areas and develop strategy to practice. This course will build on 571. (3 credit hours)

**601 Practicum Seminar: The Psychological Report**

Prerequisites: Concurrent with Practicum (611), 627 required, 628 & 629 recommended. This course presents formats for writing psychological reports based upon clinical interviews and psychological testing. (3 credit hours)

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

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

**603 Psy.D. Practicum Seminars**

Prerequisite: Concurrent with Psy.D. Practica (613-616). An essential aspect of the doctoral program is the supervised development of skills, techniques, attitudes, and values expected of the professional psychologist. Concurrent with practicum field experiences, the practicum seminar enhances the integration of theoretical and academic perspectives with clinical practice. A variety of topics and clinical experiences are offered through class discussion, case presentation, role playing, and structured exercises. May not be transferred or waived. (1-2 credit hours each; 8 credit hours required)

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

Prerequisites: Concurrent with Practicum Seminars (601-603), completion of a minimum of 30 credit hours, & permission of Dean of Clinical Training. During the second and third years of the doctoral program, students are involved in supervised practica experiences and are expected to spend at least one to two days per week in a practicum placement. The Office of Clinical Training assists students in identifying a practicum placement in various agencies, hospitals, mental health centers, other human service organizations, and the School's Rudolf and Sadie "Tee" Dreikurs Psychological Services Center. Students are required to obtain at least 1,200 clock hours of supervised clinical experience and assessment in different settings with diverse populations (e.g., children, adolescents, adults, minorities) and in the application of a broad range of modalities including individual, family, and group therapy. May not be transferred or waived. (2 credit hours each)

**617 Research Seminar in Group Psychotherapy**

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

**622 Advanced Life Style Assessment**

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

**625 Life Span I**

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

**626 Life Span II**

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

**627 Assessment I: Intelligence Testing**

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

**628 Assessment II: Personality Inventories**

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

**629 Assessment III: Projective Testing**

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

**630 Psychophysiology I: Theory**

Prerequisite: Admission to the Psy.D. program or approval from the instructor. Physiological bases of behavior, including structure and functioning of the central and autonomic nervous system, endocrine system, sensation, motivation, and memory, are discussed. Neuroanatomy, physiology, and theoretical formulation of neurological bases for psychological and behavioral effects and the use of neuropsychological assessment tests are introduced. (3 credit hours)

**631 Psychophysiology II: Clinical Applications**

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

**632 Cognitive-Affective Bases of Behavior**

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

**633 Perception, Motivation, & Learning**

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

**634 History & Systems**

Prerequisite: Admission to the Psy.D. program. A survey of the historical development of scientific psychology is presented. Major systems of psychology, 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 introduces students to the field of health psychology. Topics include holism, wellness, critical risk factors, eating disorders, stress, exercise, mind/body, and other aspects of traditional medicine, preventive medicine, and health psychology. (3 credit hours)

- 638 Research I: Inferential Statistics & Methodology**  
Prerequisite: 411 or the equivalent. This course introduces concepts and applications of descriptive and inferential statistics and focuses on the basic statistical methods of data analysis, t-test, F-test, probability, Chi-square, nonparametric statistics, and the analysis of variance. (3 credit hours)
- 639 Research II: Multivariate Statistics & Methodology**  
Prerequisite: 638. This course focuses on design issues encountered in clinical research and multivariate analysis. Particular attention is given to the application of research methodology to psychological problems and issues. (3 credit hours)
- 640 Research III: Advanced Psychometrics**  
Prerequisites: 639. This course focuses on measurement theory and practice. Current psychometric issues are discussed, such as scaling, item analysis, latent trait theory, and Bayesian statistics. (2 credit hours)
- 642 Social Psychology**  
A study of the impact of social psychological forces on the individual is presented. Themes include social learning theory, personality development, behavior in the context of social groups, psycholegal issues, sexual liberation, and ethnic conflict. (2 credit hours)
- 643 Advanced Psychotherapy**  
Prerequisites: Admission to the Psy.D. program, 522, & concurrent with Psy.D. Practica (611-616). This advanced course addresses specific topics in psychotherapy with individuals and variations in therapeutic approach required in different clinical situations. Attention is given to differences in goals, content, and process at various stages of therapy. Students are required to present clinical material. (3 credit hours)
- 644 Psychopathology: Child & Adolescent**  
Prerequisite: 040 or equivalent. An understanding of the major psychological disorders of childhood and adolescence is provided. The focus is on the interaction of biogenic, familial, environmental, and sociocultural factors. The importance of individual differences and responsibility in utilizing diagnostic labels is stressed. (3 credit hours)
- 645 Psychopathology: Anxiety Based & Personality Disorders**  
Prerequisite: 040 or equivalent. Clinical manifestations of psychopathology in adults are examined. Topics covered include phobias, dissociative and somatoform reactions, and personality and psychosexual disorders. (3 credit hours)
- 646 Psychopathology: Psychotic & Depressive Disorders**  
Prerequisite: 040 or equivalent. Psychotic disorders, including the schizophrenia and mood disorders, are covered. (3 credit hours)

- 647 Psychodynamics of Psychopathology II: Adlerian**  
Prerequisites: 040 or equivalent, 401, 535, 644, 645, & 646. The psychodynamics of psychopathology from an Adlerian perspective are presented. The creation, maintenance, and purpose of symptoms are emphasized with the primary focus on the therapeutic strategies and treatment of neurosis, psychosis, and personality and psychosomatic disorders. (3 credit hours)
- 650 Psychopharmacology**  
Prerequisite: 630 or concurrent with 630. The basic scientific principles and clinical information needed for a basic understanding of the uses and limitations of the major classes of psychopharmacologic agents are presented. Students are introduced to major psychotropic drugs, their clinical application, and their side effects in the management and treatment of psychological and behavioral disorders. (2 credit hours)
- 652 Supervision**  
Prerequisites: Admission to the Psy.D. program & permission of the instructor. A review of the literature of supervision is presented. Students are provided an opportunity to develop supervision skills and examine supervisory styles and methods. The course includes experience in supervising other students engaged in clinical activities. (1 credit hour)
- 653 Rehabilitation Psychology**  
Prerequisite: Admission to Psy.D. program, 630 recommended. A holistic approach to the treatment of the physically or mentally disabled is presented. In addition to psychological factors, vocational evaluation and the work adjustment of the handicapped are discussed. (2 credit hours)
- 654 Human Sexuality**  
This course focuses on sociological, physiological, and psychological origins of human sexual behavior. The study of human sexual development, dimensions of sexual behavior, sex education, health issues, sex therapy, and ethical and legal issues are emphasized. (3 credit hours)
- 655 Professional Issues & Ethics in Marriage & Family Therapy**  
Prerequisite: 505. Legal, ethical, and professional issues unique to the practice of marriage and family therapy are examined. Ethical standards for marriage and family therapists are studied. Dilemmas of the systems model with respect to issues such as diagnosis, insurance, hospitalization, and legal testimony are explored. (1 credit hour)
- 656 Marriage & Family Systems I**  
Basic concepts of systems theory are presented. Students are introduced to theoretical frameworks for analysis of family and other natural systems. Systemic viewpoints of psychopathology are discussed. (3 credit hours)

**657 Marriage & Family Systems II**

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

**658 Marriage & Family Systems III**

Prerequisite: 656. This course employs a developmental analysis of marriage and other committed relationships. Issues of intimacy, sex, conflict management, and negotiation of differences are discussed. The course also explores viewpoints on how couples get "stuck" and techniques for resolving such impasses. (3 credit hours)

**659 Marriage & Family Research Seminar**

Prerequisites: Permission of Program Coordinator. Systemic perspectives and unique problems in researching marital and family systems and therapy outcome are emphasized. (2 credit hours)

**660 Marriage & Family Therapy I**

Prerequisite: 541. The major theoretical approaches to systems therapy, including structural, strategic, experiential, Bowenian, and psychodynamic models, are presented. New developments in family therapy and guidelines for integration are also included. (3 credit hours)

**661 Marriage & Family Therapy II**

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

**662 Marriage & Family Therapy III**

Prerequisite: 661. This course presents advanced topics in marriage and family therapy, such as brief therapy, narrative therapy, and integrative models. Skill practice and role playing are extensively utilized, and participants are expected to draw upon their own clinical experience. (3 credit hours)

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

Prerequisites: 541, 656, 661, permission of the Program Coordinator, & concurrent with Small Group Supervision (667-669). Students are expected to spend approximately two days per week in an approved practicum placement with a primary focus on marriage and family therapy. Students are required to obtain at least 600 clock hours of supervised clinical experience with couples and families. (2 credit hours each)

**667-669 Small Group Supervision in Marriage & Family I-III**

Prerequisite: Concurrent with Marriage & Family Practica (664-666). In order to register, students are required to be actively counseling couples and families. Students must also have the ability to present audio or video tapes and/or live sessions for supervision. Rotating case presentations allow focus on intervention skills and theoretical analysis. (1 credit hour each)

**670 Social & Cultural Differences in Psychotherapy**

Prerequisite: 642. Presented are psychotherapy issues pertinent to the counseling of diversity: racial, cultural, ethnic, class, and religious. The effects of history, values, child bearing practices, male-female relationships, and mores are covered. Culturally specific theory is introduced. Groups emphasized include Hispanic/Latino, African-American, Asian, and American Indian. (2 credit hours)

**671 Seminar: Cultural Differences in Psychotherapy**

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

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

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

**675 Gender Issues in Psychotherapy**

Prerequisite: 642. This course discusses the role of gender as it relates to personality development, life decisions, attitudes, and options. Male, female, and sexual orientation issues are covered. The relationship between gender and the psychotherapeutic process is explored. (2 credit hours)

**676 Seminar: Gender Issues in Psychotherapy**

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

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

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

**682 Group Supervision**

Prerequisite: 681. This course includes an intensive experience in co-leading a small group each week with a senior faculty member with debriefing and planning after each session. Student co-leaders are required to meet with their senior cotherapists in addition to co-leading their group. (2 credit hours)

**683 Child & Adolescent Assessment I: Intelligence & Achievement**

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

**684 Child & Adolescent Assessment II: Personality**

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

**685 Play Therapy & Nonverbal Methods with Children & Adolescents**

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

**686 Cognitive-Behavioral Interventions with Children & Adolescents**

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

**697 Doctoral Dissertation Proposal**

Prerequisite: Successful completion of Clinical Qualifying Examination 997. One of the most important phases in preparation of the dissertation is writing the proposal in the selected area of research. Registration for this course is the first formal step in completing the dissertation. Students are required to complete and successfully orally defend a proposal to the satisfaction of their dissertation committee. Students who do not complete this requirement during the first term of registration are required to register for zero credit hours each term thereafter until completed. Refer to P. 72 for more detailed information (1 credit hour)

**698 Special Topics Seminars in Psychology**

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

**699 Doctoral Dissertation**

Prerequisite: 697. The Doctoral Dissertation is the final product of the students' academic experience and clinical training in the doctoral program. The dissertation can be about any significant issue or problem that is psychological in content and professionally relevant, including clinical case studies, traditional experimental studies, in-depth theoretical studies, or other

types of studies or projects, that makes a contribution to the field of Adlerian Psychology and to the discipline of psychology in general. Students are expected to register for three consecutive terms. (8 credit hours)

**700 Doctoral Internship**

Prerequisites: Successful completion of the Written & Clinical Qualifying Examinations (996 & 997) & permission of the Dean of Clinical Training. Following completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 clock hours of training over a 12-24 month period. Most internships require a one-year, full-time commitment. In special cases, a two-year, one-half time internship may be obtained. The internship is designed to provide an intensive clinical experience building upon the course work, practicum experiences, and skills supervision completed during the first three years of the doctoral program. The Office of Clinical Training assists students in identifying appropriate sites for internships. (0 credit hours)

**701 Doctoral Dissertation Seminar**

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

**702 Doctoral Internship Seminar**

Taken concurrently with the Doctoral Internship (700), these seminars discuss issues and concerns that arise during the internship experience. Interns at facilities whose distance/location makes it difficult to attend these meetings have an opportunity to receive a video of the meetings. (0 credit hours)

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

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

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

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

**712 Clinical Hypnosis Skills Seminar I**

Prerequisites: 710 or 711 & permission of Program Coordinator. This course provides introductory experiences in hypnotic induction and treatment methods. Students begin learning and practicing the methods of clinical hypnosis application. This experiential course utilizes brief lecture, discussion, live and videotaped demonstrations, and supervised practice. (3 credit hours)

**713 Clinical Hypnosis Skills Seminar II**

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

**714 Research Seminar in Clinical Hypnosis**

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

**720 Beginning Neuropsychological Assessment**

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

**721 Intermediate Neuropsychological Assessment I: Language, Movement & Perception**

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

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

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

**723 Advanced Neuropsychological Assessment**

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

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

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

**725 Neuropsychological Intervention Techniques**

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

**726 Neuropsychology Practicum: Assessment**

Prerequisites: 722, concurrent with 724, & permission of the Program Coordinator. This 400 clock hour practicum provides clinical experience in the administration and interpretation of neuropsychological testing instruments under the supervision of a neuropsychologist. Students learn how to develop a test battery based on the referral question which allows assessment not only of the neuropathology but also of other factors which might contribute to the disorder. (4 credit hours)

**727 Neuropsychology Practicum: Chronic or Acute Rehabilitation Strategies**

Prerequisites: 722, permission of the Program Coordinator, & concurrent with Practicum Seminar (724). This 400 clock hour practicum focuses on a supervised clinical experience in intervention techniques for neurologically impaired patients with either chronic or acute disorders and must be done under the supervision of a neuropsychologist. (4 credit hours)

**728 Pediatric Neuropsychological Assessment I**

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

**729 Pediatric Neuropsychological Assessment II**

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



**730 Developmental Neuropsychology**

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

**731 Neuroanatomy Lab**

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

**755 College Teaching of Psychology**

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

**995 M.A. Qualifying Examination**

Prerequisite: Completion or near completion of all M.A. requirements & permission of the Dean of Students. The Qualifying Examination consists of both an oral defense and completion of a written essay, each approximately one hour in duration. Both components are designed to assess students' ability to assimilate and integrate the knowledge and clinical competencies gained. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students who fail to pass on the second attempt are subject to dismissal from the School. (0 credit hours)

**996 Doctoral Written Qualifying Examination**

Upon completion of the prerequisite courses, doctoral students are required to pass a Written Qualifying Examination. Students who fail to pass on the second attempt are subject to dismissal from the School. Refer to Pp. 70-71 for detailed information. (0 credit hours)

**997 Doctoral Clinical Qualifying Examination**

Prerequisite: Successful completion of the Doctoral Written Qualifying Exam (996). Prior to beginning internship, students are required to pass the Clinical Qualifying Examination. Students who fail to pass on the second attempt are subject to dismissal from the School. Refer to Pp. 70-71 for detailed information (0 credit hours)

**998 Doctoral Oral Defense**

Prerequisite: Permission of the Doctoral Dissertation Committee. Students are required to defend their Doctoral Dissertation during the Doctoral Oral Defense. Refer to Pp. 72-73 for detailed information. (0 credit hours)

**Core Faculty**

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

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

**Dr. Michael Davison** is a member of the Doctoral Core Faculty and coordinates the M.A. program in Counseling and Organizational Development. Dr. Davison earned his B.A. Sociology/Criminology at Northern Illinois University, his M.A. in Counseling and Human Services at Roosevelt University, and his Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. He is a Licensed Clinical Psychologist. Dr. Davison teaches courses in psychological assessment, clinical seminars, and psychological report writing. His additional interests include forensic psychology; cognitive-behavioral therapy; clinical assessment and treatment of sex offenders; and psychotherapy with children, adolescents, and adults.

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

**Dr. Arthur Freeman** is a member of the Doctoral Core Faculty and serves as Co-Coordinator of the Cognitive Therapy track. Dr. Freeman earned his B.S. and M.A. at New York University and his M.Ed. and Ed.D. at Columbia University. He is a Diplomate in Clinical Psychology and Behavioral Psychology of the American Board of Professional Psychology, a Fellow of three divisions of the APA (Clinical, Psychotherapy, and Family Psychology), and a Licensed Clinical Psychologist. Dr. Freeman teaches courses in cognitive therapy, cognitive-behavioral therapy, clinical supervision, career development, writing as a professional psychologist, and clinical seminars. His additional interests include cross-cultural applications of cognitive-behavioral theory and methods; health psychology; application of cognitive-behavioral methods to business, industry, and education; treatment of depression; and suicide prevention.

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

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

**Dr. Nicole Hoffman** is a member of the Doctoral Core Faculty and serves as Assistant Director of the Psychological Services Center. Dr. Hoffman earned her B.A. in Psychology at Indiana University and her M.A. in Counseling Psychology and Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. She is a Licensed Clinical Psychologist. Dr. Hoffman teaches courses in Adlerian theory and methods and appraisal of individuals. Her additional interests include children, families, psychoeducation for parents and teachers, pediatric assessment, pediatric psychopathology, domestic court and psychology, and prevention of child and family dysfunction.

**Dr. Laura Hughes** is a member of the Doctoral Core Faculty and serves as Coordinator of Prison Programs. Dr. Hughes earned her B.A. in Psychology at the University of Minnesota and her Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. She is a Licensed Clinical Psy-

chologist. Dr. Hughes' interests include the psychology of women, chronic and severe mental illness, correctional and forensic populations, culture and gender issues, and criminal/antisocial behavior and treatment.

**Dr. Jordan Levin** is a member of the Master of Arts Core Faculty and serves as Coordinator of Career Assessment Services and of Alumni Affairs. Dr. Levin earned his B.A. at Roosevelt University, his M.A. in History at DePaul University, and his M.A. in Counseling Psychology and Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. Dr. Levin teaches courses in organizational psychology and career development and counseling. His additional interests include business consulting, assessment of fitness for work, career transition and job coaching, custody and parenting issues, work dysfunctions, the history of industry and science, human relations management, and men's issues.

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

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

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

**Dr. Carol Oster** is a member of the Doctoral Core Faculty and serves as the Dean of Students and Co-Coordinator of the Cognitive Therapy track. Dr. Oster earned her B.A. in Education at the University of Illinois, her M.A. in Counseling Psychology and Psy.D. in Clinical Psychology at Forest Institute of Professional Psychology, and an advanced certificate in Cognitive-Behavioral Therapy at the Adler School of Professional Psychology. She is a Licensed Clinical Psychologist. Dr. Oster teaches courses in psychological assessment, human development, counseling children and adolescents, advanced psychotherapy, clinical seminars, and preparatory courses for doctoral qualifying examinations. Her additional interests include cognitive-behavioral theory and methods, prevention and early intervention, women's issues, gender and cultural diversity, consultation and supervision, education and training issues in professional psychology, pedagogy in higher education, curriculum development, program development and evaluation, regional and specialized accreditation, assessment of student academic achievement, and outcome assessment.

**Dr. Marc Oster** is a member of the Doctoral Core Faculty and serves as Coordinator of the Clinical Hypnosis Program. Dr. Oster earned his B.S. in Clinical Psychology and M.A. in Counseling Psychology at Western Michigan University and his Psy.D. at Forest Institute of Professional Psychology. He is a Diplomate of the American Board of Professional Psychology and the American Board of Forensic Examiners, a Fellow of the American Society for Clinical Hypnosis and the American College of Forensic Examiners, and a Licensed Clinical Psychologist. Dr. Oster teaches courses in clinical hypnosis, forensic psychology, psychological report writing, behavioral medicine, and clinical seminars. His additional interests include civil/forensic law and professional practice alternatives, career development of psychologists, and health psychology.

**Dr. Ronald Pancner** is a member of the Doctoral Core Faculty. Dr. Pancner earned his B.A. in Biology and his M.D. at Northwestern University and his Certificate in Psychotherapy at the Alfred Adler Institute of Chicago. He is a Fellow and Diplomate of the American Board of Medical Psychotherapists, and a Licensed Physician.

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

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Adler School of Professional Psychology

**Dr. Mary Schneider** is a member of the Doctoral Core Faculty. Dr. Schneider earned her B.A. in Communications and Philosophy at Marquette University, her M.A. in Developmental Disabilities at West Virginia University, and her Ph.D. in Educational and Counseling Psychology at Loyola University. She is a Licensed Clinical Psychologist and a Nationally Certified School Psychologist. Dr. Schneider teaches courses in child and adolescent counseling, family therapy, and Adlerian theory and methods. Her additional interests include family therapy and the process of change, and the use of writing and journal work as an adjunct to therapeutic change.

**Dr. Norman Silverman** is a member of the Doctoral Core Faculty. Dr. Silverman earned his B.A. in Social Science at George Williams College, his M.A. and Ph.D. in Clinical Psychology at Loyola University, and a Certificate in Psychotherapy at the Alfred Adler Institute of Chicago. Dr. Silverman teaches courses in the history and systems of psychology, comparative psychotherapies, personality theory, and Adlerian theory. His additional interests include the philosophy of psychology, human sexuality, social psychology, class structure, politics, ethnic diversity, and birth order.

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

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

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Adler School of Professional Psychology

**Dr. Russell Swayne** is a member of the Doctoral Core Faculty and serves as Minority Student Liaison. Dr. Swayne earned his B.A. at Wheaton College, his M.S. at the Illinois Institute of Technology, and his Psy.D. in Clinical Psychology at the Illinois School of Professional Psychology. He is a licensed clinical psychologist. Dr. Swayne teaches courses in human development and personality theory. His additional interests include PTSD in children and adults, psychotic and personality disorders, African-American issues, the interface of religion and psychology, adult pathology, and gay and lesbian issues.

**Dr. Elizabeth Thompson** is a member of the Doctoral Core Faculty and serves as Director of the Rudolf & Sadie "Tee" Dreikurs Psychological Services Center, Director of the Internship Training Program, and Coordinator of the Clinical Neuropsychology Program. Dr. Thompson earned her B.S. in Psychology at Loyola University, her M.S. in Counseling and Guidance at the Illinois Institute of Technology, and her Psy.D. in Clinical Psychology at Forest Institute of Professional Psychology. She is a Licensed Clinical Psychologist. Dr. Thompson teaches courses in professional ethics, neuropsychology, assessment, and clinical seminars. Her additional interests include forensic and legal issues, outcome-based research, career development, and consultation.

**Dr. Randall Thompson** is a member of the Doctoral Core Faculty and serves as President of the Adler School of Professional Psychology. He earned his B.S. in Education and M.S. at Pittsburgh State University, his M.Ed. and Ed.D. at the University of Illinois, and his M.B.A. at Keller Graduate School of Management. His interests include accreditation, licensure, curriculum development, program evaluation, and outcome studies.

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

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

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

## Board of Trustees

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## Administration & Staff

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# Calendar

<i>Winter Term 2000</i>	<i>Winter Term 2001</i>
<b>Term Begins</b> January 3	<b>Term Begins</b> January 2
<b>M.L. King Jr. Day Observed</b> January 17	<b>M.L. King Jr. Day Observed</b> January 15
<b>Term Ends</b> March 13	<b>Term Ends</b> March 19
<i>Spring Term 2000</i>	<i>Spring Term 2001</i>
<b>Term Begins</b> March 24	<b>Term Begins</b> March 26
<b>Good Friday Observed</b> April 21	<b>Good Friday Observed</b> April 13
<b>Easter Observed</b> April 23	<b>Easter Observed</b> April 15
<b>Memorial Day Observed</b> May 29	<b>Memorial Day Observed</b> May 28
<b>Term Ends</b> June 5	<b>Term Ends</b> June 17
<i>Summer Term 2000</i>	<i>Summer Term 2001</i>
<b>Term Begins</b> June 16	<b>Term Begins</b> June 22
<b>Independence Day Observed</b> July 4	<b>Independence Day Observed</b> July 4
<b>Term Ends</b> August 31	<b>Term Ends</b> August 31
<i>Fall Term 2000</i>	<i>Fall Term 2001</i>
<b>Term Begins</b> September 22	<b>Term Begins</b> September 20
<b>Rosh Hashana Observed</b> September 30	<b>Rosh Hashana Observed</b> September 18
<b>Yom Kippur Observed</b> October 9	<b>Yom Kippur Observed</b> September 27
<b>Thanksgiving Observed</b> November 23-26	<b>Thanksgiving Observed</b> November 22-25
<b>Term Ends</b> December 8	<b>Term Ends</b> December 7

*Dates are subject to change.*

Adler School of Professional Psychology

<i>Winter Term 2002</i>	<i>Winter Term 2003</i>
<b>Term Begins</b> January 2	<b>Term Begins</b> January 3
<b>M.L. King Jr. Day Observed</b> January 21	<b>M.L. King Jr. Day Observed</b> January 20
<b>Term Ends</b> March 18	<b>Term Ends</b> March 17
<i>Spring Term 2002</i>	<i>Spring Term 2003</i>
<b>Term Begins</b> March 22	<b>Term Begins</b> March 24
<b>Good Friday Observed</b> March 29	<b>Good Friday Observed</b> April 18
<b>Easter Observed</b> March 31	<b>Easter Observed</b> April 20
<b>Memorial Day Observed</b> May 27	<b>Memorial Day Observed</b> May 26
<b>Term Ends</b> June 3	<b>Term Ends</b> June 8
<i>Summer Term 2002</i>	<i>Summer Term 2003</i>
<b>Term Begins</b> June 17	<b>Term Begins</b> June 20
<b>Independence Day Observed</b> July 4	<b>Independence Day Observed</b> July 4
<b>Term Ends</b> September 1	<b>Term Ends</b> August 31
<i>Fall Term 2002</i>	<i>Fall Term 2003</i>
<b>Term Begins</b> September 23	<b>Term Begins</b> September 19
<b>Rosh Hashana Observed</b> September 7	<b>Rosh Hashana Observed</b> September 27
<b>Yom Kippur Observed</b> September 16	<b>Yom Kippur Observed</b> October 6
<b>Thanksgiving Observed</b> November 28-December 1	<b>Thanksgiving Observed</b> November 27-30
<b>Term Ends</b> December 8	<b>Term Ends</b> December 7

*Dates are subject to change.*

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**Winter Term 2004**  
**Term Begins**  
 January 2  
**M.L. King Jr. Day Observed**  
 January 19  
**Term Ends**  
 March 15

**Spring Term 2004**  
**Term Begins**  
 March 29  
**Good Friday Observed**  
 April 9  
**Easter Observed**  
 April 11  
**Memorial Day Observed**  
 May 31  
**Term Ends**  
 June 7

**Summer Term 2004**  
**Term Begins**  
 June 21  
**Independence Day Observed**  
 July 4  
**Term Ends**  
 August 31

**Fall Term 2004**  
**Term Begins**  
 September 17  
**Rosh Hashana Observed**  
 September 16  
**Yom Kippur Observed**  
 September 25  
**Thanksgiving Observed**  
 November 25-28  
**Term Ends**  
 December 5

**Winter Term 2005**  
**Term Begins**  
 January 3  
**M.L. King Jr. Day Observed**  
 January 17  
**Term Ends**  
 March 14

**Spring Term 2005**  
**Term Begins**  
 March 28  
**Good Friday Observed**  
 March 25  
**Easter Observed**  
 March 27  
**Memorial Day Observed**  
 May 30  
**Term Ends**  
 June 6

**Summer Term 2005**  
**Term Begins**  
 June 17  
**Independence Day Observed**  
 July 4  
**Term Ends**  
 August 31

**Fall Term 2005**  
**Term Begins**  
 September 17  
**Rosh Hashana Observed**  
 September 16  
**Yom Kippur Observed**  
 September 25  
**Thanksgiving Observed**  
 November 25-28  
**Term Ends**  
 December 5

## Tuition & Fee Schedule

# Tuition & Fee Schedule

Add/Drop Fee (per occurrence)	25.00
Application Fee (non-refundable)	50.00
Audit Fee (per credit hour)	175.00
CE Certificate Processing Fee	20.00
Continuous Enrollment Fee (per term)	175.00
Doctoral Clinical Qualifying Exam (non-refundable)	350.00
Doctoral Degree Candidate Continuation Fee (per term)	300.00
Doctoral Dissertation (per credit hour)	350.00
Doctoral Internship (per term)	400.00
Doctoral Oral Defense (non-refundable)	350.00
Doctoral Written Qualifying Exam (non-refundable)	350.00
Graduation Fee (non-refundable)	200.00
Late Course Completion Fee (per occurrence)	50.00
Late Payment Fee (per occurrence)	50.00
Late Registration Fee	50.00
Library Fee (non-refundable per term)	40.00
M.A. Qualifying Examination Fee (non-refundable)	350.00
Professional Liability Insurance (per term practicum/internship)	45.00
Returned Check Fee (per occurrence)	35.00
Student Activity Fee (non-refundable per term)	35.00
Official Transcript Fee	10.00
Transfer of Credit Fee (per credit hour)	150.00
Tuition Deposit (non-refundable)	200.00
Tuition (per credit hour)	350.00

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

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

*Dates are subject to change.*