

# ADLER GRADUATE SCHOOL

## 2010 CATALOG

CONTENTS	PAGE #
I. Overview.....	3
History of the School.....	3
Mission Statement.....	4
Diversity Statement.....	4
II. All-School Policies – Administrative .....	5
Non-discrimination.....	5
Freedom of Inquiry.....	5
Academic Freedom.....	5
Confidentiality of Records.....	6
Drug Prevention.....	7
Campus Crime Report.....	7
Violence & Sexual Harassment.....	7
Grievance.....	8
III. All-School Policies – Academic/Student .....	8
Class Meeting Times.....	8
Cancellation of Courses.....	8
Class Attendance.....	8
Credit / Hour Transfers.....	9
Leave of Absence .....	10
“7 Year Rule” .....	10
Grade Transcripts.....	10
Grading System.....	11
Student Conduct.....	12
School Dismissal.....	12
Academic Probation.....	13
IV. Facilities/Services.....	13
Library.....	13
Textbooks.....	14
Services .....	14
Organizations .....	16

V.	Admissions.....	16
VI.	Financial Aid.....	18
VII.	Programs.....	20
	Educational Offerings .....	20
	Master of Arts .....	20
	Certificates For Professional Development .....	28
	Internship Experience.....	29
	Didactic Instruction.....	30
	International Study.....	30
	Oral Examinations.....	31
	Graduation.....	31
VIII.	Course Descriptions .....	31
IX.	Board, Staff & Faculty of the School.....	45

# **ADLER GRADUATE SCHOOL**

## **CATALOG**

### **I. An Overview of the School**

#### **General Administrative Information**

The Adler Graduate School's administrative offices, classrooms and media center are located at 1550 East 78<sup>th</sup> Street, Richfield, Minnesota, 55423; phone: 612.861.7554. The AGS catalog contains an outline of the requirements for courses and programs, applicable at the time of publication. This information is subject to change without notice.

The School is governed by a Board of Directors and administered by a professional staff, including the President, Academic Vice President, Director of Admissions & Student Services, and Business Manager / Financial Aid Director.

#### **History of the School**

The Minnesota Adlerian Society was founded in 1967 and was inspired by the work of Dr. Rudolf Dreikurs. The Society began in the Twin Cities area as a small movement to introduce Adlerian concepts to the community. Within two years, the Society was marked by broad public exposure and enthusiastic volunteerism. The School, initially a part of the Society, was started by a group of professionals dedicated to teaching the practice of Alfred Adler's "Individual Psychology".

Dr. Alfred Adler (1870-1937), the physician whose name the School bears, developed a theory known as Individual Psychology, a psychology that views each person as an indivisible whole, as opposed to a being with distinct separation between mind and body. Individual Psychology emphasizes the uniqueness of every individual and stresses the individual's relationship with, and embeddedness in, society.

In May 1969, the School was separately chartered as the Alfred Adler Institute of Minnesota (AAIM), an independent, 501(c)(3) tax-exempt organization. The School remains a not-for-profit institution. In 1982, AAIM began a cooperative program with its sister institution, the Adler School of Professional Psychology in Chicago. In 1998, AAIM changed its name to the Alfred Adler Graduate School (AAGS). In 2004, the School's name was further simplified to Adler Graduate School (AGS).

## **Mission Statement**

Training human services professionals to facilitate healthy and fulfilling life styles for people, organizations and communities through graduate education and community involvement.

## **Vision Statement**

Transforming society through Social Interest in action.

## **Diversity Statement**

The Adler Graduate School is founded on the belief that all people are accepted and respected for their differences. As part of this commitment, AGS has adopted the Cultural Competency Continuum developed by Kikanza Robins (State of Minnesota Mental Health). With this framework and its descriptors as a guide, AGS will grow continuously through behaviors and activities that stimulate and enhance higher learning among all its members. These behaviors and activities will be characterized by multi-versity, sensitive awareness, including categories of race, color, national origin, ancestry, sex, disability, religion, age, sexual orientation, veteran status, marital status, creed, status with regard to public assistance, socioeconomic class, continuing self-assessment, and the flexibility to include linkages with minority communities.

## **Core Values**

The publicly stated Core Values of the Adler Graduate School are:

- Promoting creative thinking and advancing knowledge of the profession by increasing competency, and promoting ethical practices through the application of Adlerian principles and philosophy.
- Embodying a culture of diversity, openness and collegiality among students and faculty by developing a continuous, dynamic, planning and implementation model to ensure adequate graduate educational programs.
- Supporting Master's-level and specialty area programs with an Adlerian focus.
- Supplying the Adler Graduate School with the human, financial, and physical resources to ensure its future.

## **Notice to Students**

The School reserves the right to delete any course described in this publication for any reason, and cannot guarantee enrollment in specific sections of courses. The School also reserves the right to effect any other changes in curriculum, administration, tuition, fees, or any other phase of School activity without notice. The School expects each student to have knowledge of the information presented in this Catalog and the Student Handbook.

## **II. All-School Policies – Administrative**

### **Non-discrimination Policy**

The Adler Graduate School is an equal opportunity educator and employer. AGS does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status or physical disability in employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The School is committed to providing equal education and employment opportunities in accordance with all applicable State and Federal laws. For additional information, or a copy of the School's Violence and Sexual Harassment Policy and discrimination / harassment grievance procedure, call the Academic Vice President at 612.861.7554 or refer to the Student Handbook.

### **Freedom of Inquiry**

The Adler Graduate School acknowledges and respects the rights of all individual students, faculty and the general public to engage freely in inquiry into all issues related to programs of the School, with no restrictions on personal, religious, academic or professional convictions. As a further guide, the School follows the Joint Statement on Rights and Freedoms of Students, revised in November 1992 and endorsed by the American Association for Higher Education.

### **Academic Freedom**

The Adler Graduate School demonstrates deep respect and support for the dignity and rights of each person. Academic freedom is preeminent among the rights of persons engaged in learning. Moreover, scholarly achievement depends upon the spirit of free inquiry characteristic of the best university traditions. The intellectual and personal maturity of students is equally dependent upon their participation in this tradition of freedom. The School not only supports the rights of its faculty and students to academic freedom, but attempts to create an environment conducive to the exercise of that right. This environment encourages open discussion, debate, assent, and dissent. It recognizes that independent, disciplined minds must be prepared to follow uncharted paths to knowledge, to gather evidence contrary to accepted concepts, to challenge the ideas of fellow scholars, to express convictions honestly and firmly, and to change one's own position. In the classroom, the instructor is free to introduce controversial issues that are relevant, and students are free to disagree.

As citizens, faculty members may speak or write without institutional control, mindful at the same time of the ethics of a learned profession and the fact that she/he is a member of a learned institution, not a spokesperson for it. In protecting the scholar's right to seek truth, the School also protects the rights of all to hold religious and other deeply held personal commitments. Responsible academic freedom does not extend to the deliberate abuse of individual persons, religious or ethnic groups.

## **Confidentiality of Records**

The Adler Graduate School complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) in maintaining and releasing personally identifiable information and records for currently enrolled or former students. Each student has the right to inspect and review any and all official educational records, files, and data maintained by the School and directly related to the student in accordance with the provisions of this Act. A current or former student may, upon written request, inspect his or her educational records after making an appointment to do so with the Director of Admissions & Student Services. Applicants who are not admitted have no right of access to their submitted educational records.

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

If a hearing occurs, 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 has the right to attend the hearing, to be advised by an individual of her/his choice, and to call witnesses on her/his behalf. The Hearing Officer has the right to seek legal counsel for advice. The Hearing Officer will arrive at a final decision on the matter based solely on the evidence presented at the hearing and will prepare a written summary of the evidence and reasons for the decision.

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

In general, directory information pertaining to students or graduates may be released to the public. This information could include some or all of the following data: name, address, telephone listing, field of study, date and place of birth, dates of attendance, degrees and awards received, most recent previous school attended, post-graduate employer and job title, participation in officially recognized activities, and recognition of honors received. If any or all of this information should not be released, the student must inform the Director of Admissions & Student Services in writing.

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

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

### **Drug Prevention Policy**

The policies and procedures of the Adler Graduate School regarding the consumption of alcohol and illegal drugs are subject to Minnesota state laws. The School is located in a smoke-free, drug-free building and the School's academic community is expected to comply with such regulations.

The School cannot allow the irresponsible use of alcohol and illegal drugs, which may lead to conduct interfering with the rights of others in its academic community. The School cannot allow members of its academic community to use mood-altering drugs that are prohibited by law. Violations may result in suspension or dismissal, by appropriate procedures, for any member of the community.

The School recognizes the reality of chemical dependency, and will encourage and provide reasonable help for any of its members who seek treatment for chemical dependency.

### **Campus Crime Report**

Please access the Adler graduate School webpage at [www.alfredadler.edu](http://www.alfredadler.edu) to review the current campus crime report.

### **Violence & Sexual Harassment Policy**

All members of the School community are responsible for their conduct to ensure that they do not harass any other member(s) of the School community, or persons associated with the School. Each student is provided with a copy of the School's Violence & Sexual Harassment Policy at a New Student Orientation, and the policy is posted on student information bulletin boards.

## **Grievance Policy**

At New Student Orientation, each student is provided with a copy of the AGS Student Handbook, which contains the School's Grievance Policy.

### **III. All-School Policies – Academic/Student**

#### **Class Schedules**

Class schedules may be viewed on-line at the School's web site: [www.alfredadler.edu](http://www.alfredadler.edu). New class schedules are posted two months before the start of each term.

#### **Class Meeting Times**

Classes are scheduled to meet the needs of working adults through the design of a unique, five-week format for most courses. Classes generally meet on weeknights and weekends; see class schedule for details. Daytime sections are occasionally offered for some courses.

#### **Cancellation of Courses**

The School reserves the right to cancel any course due to low student enrollment, unavailability of an instructor, or other such factors. If this occurs, students will be notified as soon as possible. In this instance, students will be given the option of adding another course without a fee, or they will receive a full tuition refund or credit.

#### **Class Attendance**

Since courses are structured according to an intensive, five-week format, with an entire course being taught over 30 hours of in-class time and 15 hours of Special Topic Time (SPT), attendance is of prime importance. The student has the responsibility to maintain regular and punctual attendance in class. A student whose absences seriously affect the quality of her/his work in a course may be given a lower grade for that course or be administratively withdrawn from that course.

Most courses are divided into nine segments. By policy, a student may miss two segments. A student who misses three segments must have permission from the instructor. A student who misses four segments will generally be expected to retake the course in question. Special consideration may be made in the case of illness, required religious observance, or other instances deemed justifiable by the instructor.

## Credit/Hour Transfers

### Transfer of Internship Hours

- It is possible to transfer post-graduate hours across state lines – following this logic, in some circumstances, as a way of satisfying AGS' practicum/internship requirements, AGS will consider transferring up to 50% of practicum/internship hours (i.e., face-to-face/direct service and/or other hours) earned through other institutions.
- Transfer of up to 50% of hours required for any AGS practicum/internship program may be requested, assuming hours completed via an accredited school's program, hours have previously been approved (i.e., passing grade and/or satisfactory practicum/internship review) by the institution from which they will transfer, hours are consistent with the practicum/internship experience AGS would otherwise oversee, and hours are earned under AAMFT-approved supervision.
- Specifically, up to 50% of hours may be transferred in each of three areas – direct/face-to-face 1:1 counseling, direct/face-to-face couples/family counseling and other counseling practicum/internship activities – totaling no more than 50% of all direct service and/or other hours required by AGS.
- In general, requests for the transfer of course credits earned at another institution must be made prior to the last session of one's first AGS course.
- Regardless of reduced number of practicum/internship hours due to transfer, all AGS internship groups/small groups/supervision forums must be completed in the usual fashion – no exceptions that would not ordinarily be made will be made simply because internship hours are transferred in.

### Transfer of course credits

- In general, requests for the transfer of course credits earned at another institution must be made prior to the last session of one's first AGS course.
- 50% of credit hours for any AGS program (with special conditions attached to internship hours and internship-related credit hours), assuming credits completed via an accredited school's program, credits are consistent with the curriculum AGS would otherwise oversee, and credits are completed at least at a "B" level at the institution from which credits would transfer.
- Credits may not be transferred toward the completion of Specialty Area Programs.

### Waiver of course credits

- In general, requests for the waiver of course credits earned at another institution must be made prior to the last session of one's first AGS course.
- Waived credits must be completed via an accredited school's program, credits must be consistent with the curriculum AGS would otherwise oversee and be

replaced with other applicable AGS credits, and credits must be completed at least at a “B” level at the institution from which credits were earned.

## **Leave of Absence**

A student may request a Leave of Absence due to illness or other extenuating circumstances by submitting a letter to the Director of Admissions & Student Services. This letter will generally serve the purpose of holding the student’s place in the program. Upon review of the request, a leave may be granted for up to eleven months. An approved Leave of Absence does not extend the deadlines for completion of course work already in process. If a student does not return by the agreed-upon deadline and wishes to enroll at a later time, he or she will be required to reapply for admission and follow AGS policies and procedures in place at that time. For students utilizing federal financial aid, it is important to note that one may not take a leave of absence from a school for more than a total of 180 days, in any 12- month period, and still remain eligible for federal financial aid funds.

## **“7 Year Rule”**

All course work applied to the Master’s degree must be completed within a seven year time period (excluding approved leaves of absence). In the event that enrollment exceeds seven years, the student will be required to retake courses that have expired. This timeline also applies to courses accepted in transfer from other institutions.

## **Grade Transcripts**

In matters of transcripts and other student records, the School adheres to the Family Educational Rights and Privacy Act of 1974, as amended (the Buckley Amendment), 20 USC;1232g.

- Transcripts are issued only at the written request of the student.
- Transcripts are sent directly by the School to the school or employer indicated on the student’s request. If a student wishes to deliver a transcript personally, it will be given to the student in a sealed envelope and stamped and recorded as issued to the student.
- If a student wishes a personal copy of the transcript, it will be recorded as unofficial and issued to the student, at no charge.
- A fee is charged for an official transcript after graduation.
- A transcript will be issued only when no balance of payment is due to the School.
- Transcripts are always issued in their entirety.

## Academic Information

### Grading System

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

<u>Grade</u>	<u>Grade Point</u>
A     Excellent Represents outstanding performance; student-demonstrated perceptiveness in dealing with materials and course expectations.	4.0
B     Good Generally a high level of awareness of the substantive nature of the course; student-demonstrated ability to achieve course expectations.	3.0
C     Minimally Acceptable Reflects minimal graduate-level performance.	2.0
P     Pass Undifferentiated passing grade.	0.0
IP    In Process Indicates that work satisfying an Incomplete grade has been submitted to the instructor and a grade is pending.	0.0
I     Incomplete Indicates that the requirements of the course have not been completed and that a student has a written extension contract with the faculty member.	0.0
R     Retake After 45 days, at the instructor's discretion, an Incomplete will become an R, indicating the course must be retaken. An "R" may be assigned if a student abandons a course after a specified time or exceeds the number of absences allowed by AGS policy.	0.0
W     Withdraw Indicates the student officially withdrew from the course by completing and submitting a Withdraw Form, and did so during the specified time frame (refer to the Refund Policy).	0.0
A / W Administrative Withdrawal Indicates the student did not attend class, did not properly notify administration of a withdrawal and/or performed in a manner justifying administrative withdrawal by the School. No refund will be given.	0.0
AU    Audit / no credit	
A/N   Class null and void (See "7 year rule" above).	

## **Calculating a GPA**

See Student Handbook for an explanation of GPA calculation.

## **Student Conduct Policy**

All members of the School community are responsible for their conduct to ensure that they do not harass any other member(s) of the School community, or persons associated with the School. The School expects a high standard of personal conduct from its students.

- Students may be excluded from classes by the instructor for reasons of excessive absence or disruptive behavior.
- Students may be excluded from classes by administrative action if they fail to comply with School regulations.
- Students are, in every respect, expected to adhere to the ethics of the professional program in which they are enrolled. Anyone who does not do so jeopardizes the opportunity to continue his or her studies at the School.
- Students who suspect ethical violations are bound by the ethics of the professional program in which they are enrolled to discuss the suspected violation(s) with the person(s) perceived to be in violation and/or to file a report, as appropriate.
- Knowledge of students' ethical violations affecting the School must be immediately discussed with the person(s) perceived to be in violation and/or reported to the Academic Vice President. Appropriate confidentiality will be maintained.
- Appeals related to decisions regarding class conduct may be made to the Academic Vice President. If a second appeal is requested, an ad hoc, problem-solving committee, including representatives of the faculty, administration and student body, will be appointed by the President to consider the matter.
- Plagiarism is not tolerated.

## **School Dismissal Policy**

All students have responsibility both to maintain the integrity of the School and to meet the highest standards of personal and professional conduct. The Academic Vice President may, upon her/his judgment or upon a student's request, meet with students in potential difficulty to clarify the nature of the problem and to seek appropriate solutions. A dismissal from the School is the final decision of the School, and not subject to grievance procedures.

The School reserves the right to suspend, place on probation, or dismiss any student whose academic performance, ethical standards, class absence, financial delinquency, mental health, or personal conduct is significantly detrimental to the educational goals

and purposes of the School. Transcript entries for suspended or dismissed students are explained in the Student Handbook.

### **Academic Probation**

Students are expected to maintain a minimum cumulative grade point average of 3.0 ("B" average) to be in "good standing", to participate in internship activities, and to graduate. Students with less than a cumulative 3.0 GPA will be placed on academic probation status by the Academic Vice President. Students who are on academic probation status for more than two consecutive quarters may be suspended for one year.

## **IV. Facilities/Services**

### **Library**

The Adler Graduate School's library and the Robert G. Bartholow Media Center offer a specialized collection devoted to works by and about Alfred Adler, contemporary Adlerians and others in the field of psychology. The collection provides a rich resource for AGS students.

The library also holds a complete collection of the foremost Adlerian journal, the *Journal of Individual Psychology*. For students seeking information outside of the AGS library, AGS provides Internet connection. To provide a comprehensive system of educational references, the library subscribes to on-line resources including *PsychInfo*, published by APA (American Psychological Association), indexing over 1,900 journals, as well as books and theses in psychology; *PsychArticles*, also an APA publication, offering full text access to articles in 52 primarily APA journals; and the EBSCO Psychology & Behavioral Sciences Collection of 546 journals indexed and abstracted, most available in full text, including the *Journal of Individual Psychology*.

These resources provide on-line, full text access to almost 600 journals, and refer users to other resources including additional articles, books and theses. In addition to the existing public access to the federally funded PubMed (National Institute of Health) database of medical-related articles and the ERIC (Dept. of Education) database of education-related articles, books and papers, AGS users have access to a comprehensive system of educational resources for theses and personal research. These resources provide on-campus and remote (from home or elsewhere) access via a password issued by AGS and a link from our website: [www.alfredadler.edu](http://www.alfredadler.edu).

The mission of the Adler Graduate School library is to support the teaching, service and research functions of the School. Its primary collection focuses on the major works of Alfred Adler and the theory and practice of Adlerian psychology. A secondary purpose of the library is to provide the general public with access to an Adlerian collection not duplicated in the north central area of the United States. Since AGS students have access to the resources described above, the School's own library is appropriately

concentrated on the acquisition of Adlerian texts unavailable elsewhere in the region. The AGS core library collection provides students with access to the books, journals and Adlerian reference materials needed for research and the completion of course assignments, and also serves as a resource for area scholars and practitioners in psychology and related fields as they continue their professional growth.

## **Textbooks**

The Adler Graduate School does not operate an on-campus bookstore, but instead has contracted with MBS Direct, one of the largest direct-to-student textbook distributors in the country, developed to help schools like AGS improve their textbook services. MBS Direct maintains a current list of the courses offered at the Adler Graduate School and our required texts. Students may access the online, virtual bookstore through AGS' own website: [www.alfredadler.edu](http://www.alfredadler.edu), or through the MBS Direct website. MBS Direct can be accessed 24 hours a day, 7 days a week, and textbooks are shipped directly to students, who also have the opportunity to purchase used texts and to sell used books back to MBS Direct. Contact the Admissions & Student Services Office or the AGS media center for further information.

## **Student Services**

AGS' Office of Admissions & Student Services offers assistance in the following areas:

- Program planning
- Class scheduling
- Internship support
- Internship site resource information
- Scholarships
- General student concerns and support
- Graduation preparation
- Graduation planning

AGS' Office of the Registrar & Financial Aid offers assistance in the following areas:

- Registration
- Grades and transcripts
- Financial aid application

AGS' Business Office offers assistance in the following area:

- Student Account questions

AGS' Media Center offers assistance in the following area:

- Library resource training

## **Career Services**

AGS maintains many connections in the local community. On a limited basis, by request, the School offers guidance related to one's career search, including help with interviewing skills, composing resumes and cover letters, and making job contacts. The School maintains a *Jobs Bulletin Board* on the AGS web site: [www.alfredadler.edu](http://www.alfredadler.edu).

## **Student Advisement**

Students obtain Academic Advising (degree/course planning) from the Director of Admissions & Student Services. Upon admission to the School, new students following one of AGS' MA tracks are required to attend Graduate School 101 and other new student orientation forums as directed. Orientation forums focus on the School overall, specific program tracks, registration, program planning, key policies/procedures, etc. Students are required to meet with the Director of Admissions & Student Services at least two times per year to review program plans.

Students are also assigned a Professional Development Advisor who is available to discuss those areas of professional development that extend beyond basic Academic Advising (i.e., program planning).

Internship advising is conducted on an "as needed" basis by faculty members assigned to specific internship sites and by the Director of Admissions & Student Services. Master's Project advising is conducted by faculty members of a student's choosing.

AGS offers primers in APA writing/formatting approximately six times per year. AGS also offers a writing course approximately four times per year. These primers/courses are meant to benefit any AGS student; especially students who have concerns about their writing skills or would like to build their confidence. While students are encouraged to participate in these primers/courses, attendance is voluntary.

## **Accommodations for Special Needs**

The School can provide accommodations for students with disabilities. By policy, a student can initiate a specific request for accommodations when accompanied by documentation of the disability or challenge, along with professional recommendations for addressing the disability or challenge. AGS faculty members will then negotiate appropriate accommodations with the student. The request must be verbally initiated before the third session of a course. The School's special needs accommodations will usually focus on factors such as:

- Need for extra time in completing tests/assignments
- Need for quiet space in completing in-class tests
- Confidentiality concerning the disability/challenge
- Allowance for tutors

## **On-Line Communications**

AGS publishes a monthly, on-line Newsletter, accessible on the AGS web site: [www.alfredadler.edu](http://www.alfredadler.edu). The School also maintains an on-line Group link, which is the most frequently used method of communication between students, AGS faculty and staff members, and alumni. AGS users need only submit their email addresses to the AGS Media Center if they wish to be added to the link.

## **Student Association**

Membership in the Student Association is open to all students taking three or more courses per year. Officers of the Student Association are elected annually by the student membership.

## **Alumni Association**

Graduates and all those who were trained at the School are invited to membership in the Adler Graduate School's Alumni Association. Details are available from the Director of Admissions & Student Services.

## **V. Admissions**

### **Introduction**

The Adler Graduate School offers a Master of Arts degree in Adlerian Counseling and Psychotherapy that can be customized along the lines of several separate tracks. AGS also offers Specialty Area programs that lead to certificates. Admission requirements for the Master's degree and the Specialty Area programs are detailed below.

### **Admissions Committee**

AGS' Admissions Committee interviews prospective students, reviews applications and makes admissions decisions in accordance with published criteria. Membership: Director of Admissions & Student Services, Academic Vice President, other faculty members as needed.

### **Full Admission to the Master of Arts Degree Program**

An applicant is considered for FULL ADMISSION to the Master of Arts degree program by meeting the following criteria:

- A baccalaureate degree (BA/BS) from an accredited institution.
- A cumulative Grade Point Average of 3.0 on a 4.0 scale.
- 9 semester (12 quarter) credits in psychology or a related field.
- A completed application file, which includes an interview.

Students applying to the Art Therapy track must also meet the following criteria:

- A total of 18 credits of psychology or related field
- Undergraduate Art degree
- Portfolio to present to the Art Therapy Program Director

### **Conditional Admission to the Master of Arts Degree Program**

An applicant who does not meet all of the requirements for full admission may be admitted **CONDITIONALLY** to the MA program. Students with a GPA between 3.0 and 2.7 and/or do not have 9 semester (12 quarter) psychology credits will be considered for conditional admission. Conditional status will also be considered for students with a GPA between 2.7 and 2.5, whose undergraduate major GPA was 3.0 or better.

Students admitted on conditional status must earn a GPA of 3.0 (“B” average) or higher in the first two courses attended at AGS. All courses must be completed in the time period required by the instructor. Upon completion, the student’s file will be reviewed by an Admissions Committee, at which time the applicant will be considered for Full Admission. In the event that the required GPA is not achieved in the first two courses, conditional status will be ended, and acceptance denied.

### **Provisional Admission**

Provisional admission is extended to students who have not completed their admission file (e.g., application including goal statement, three letters of reference, official undergraduate transcripts), but would still like to get started in a course. In these circumstances, a student has one month, dating from the start of the first course, to complete her/his admission file. At the appropriate time, AGS’ Academic Vice President will review the files of students under Provisional Admission status, and determine whether or not full admission can be granted.

### **Student-at-Large**

Individuals who are uncertain about seeking admission to pursue an MA degree and/or Specialty Area may take a maximum of six (6) courses as students-at-large, as long as they meet AGS’ minimum requirements for admission. Persons interested in registering as students-at-large must complete the usual application process, including payment of a nonrefundable application fee prior to registering for courses. Applicants who later seek admission to a degree or Specialty Area program will not be required to pay an additional fee for the regular application. Students-at-large are not eligible for federal financial aid.

Students-at-large must meet all course prerequisites and other requirements for courses taken. Courses taken for credit usually will apply toward completion of program requirements for students-at-large who are granted full admission at a later date. However, successful completion of student-at-large course work does not guarantee admission to an academic program. Applicants who have been denied admission will

not be permitted to enroll or continue as students-at-large. Students-at-large are not eligible to receive federal financial aid but may apply for alternative loans. Finally, students-at-large may not take more than one course in any of AGS' Specialty Area programs.

## **VI. Financial Aid**

The Adler Graduate School (AGS) is approved by the U.S. Department of Education to participate in the federal Stafford Loan program. These low-interest rate loans are available to offset the costs of tuition, fees, books and living expenses for periods during which qualified students are enrolled for at least three credits per term. The financial aid office establishes each financial aid applicant's cost of attendance or financial aid "budget" for each nine-month academic year. A student's total financial aid award cannot exceed his or her financial aid budget.

To be eligible for federal financial aid at AGS, a student must:

1. Be enrolled or accepted for enrollment in the Master's Degree program. (Other students may qualify for alternative loans – contact the financial aid office for additional information.)
2. Be a U.S. citizen, national, or permanent resident, or eligible non-citizen
3. Register for a course load of at least three credit hours in each term covered by the loan period, and maintain a minimum cumulative GPA of 3.0 (B). Students must also maintain satisfactory academic progress as defined below.
4. Not be in default on any Title IV federal loans including the Perkins (National Direct/Defense Student Loans), Nursing Student Loans, Federal Family Education Loans (Stafford/GSL, Supplemental Loans for Students/ALAS, PLUS, or William D. Ford Direct Loans) or owe a repayment on any Title IV Pell Grant or Supplemental Educational Opportunity Grant (SEOG).
5. Accurately file all required financial aid forms and provide supporting documentation as requested by the financial aid office.

Payments on the federal Stafford Loan program are deferred as long as students are enrolled at least one-half time (3 credits per term). Repayment of federal Stafford loans generally begins six months after a student graduates, withdraws, or drops below one-half time. (Contact your lender for specific information regarding the repayment of your student loans.)

### **Financial Aid – Enrollment Guidelines**

Student financial aid budgets are determined by a student's declared enrollment status and prior enrollment history.

Full-time status = 6 credits or more per term

Half-time status = 3 – 5 credits per term

Less-than-half-time status = 2 credits or fewer per term

A student who drops below half-time status is no longer eligible for Title IV student financial aid (federal Stafford loans). Pending Stafford disbursements will be cancelled and the student's lender will be notified that the student is no longer enrolled at least half-time. Financial aid recipients are required to notify the financial aid or student services staff of any enrollment changes.

### **Financial Aid – Satisfactory Academic Progress**

To maintain eligibility for federal financial aid, students must be making satisfactory academic progress toward the completion of their degrees. Academic progress is measured qualitatively, quantitatively, and incrementally.

Qualitative Standards:

A financial aid recipient's cumulative GPA must be at least 3.0.

Quantitative Standards:

A financial aid recipient must complete her/his MA within four years of matriculation.

Incremental Standards:

To ensure that students progress toward completion of their master's degrees within four years, students must complete at least 12 credits per calendar year (four terms), not including approved Leaves-of-Absence.

### **Financial Aid Probation**

Academic progress is assessed at least once each academic year (3 terms). Financial aid recipients who fail to maintain satisfactory academic progress will be placed on financial aid probation for the upcoming academic year. If, at the end of the probation year, the student has failed to achieve satisfactory progress standards, the student will be ineligible for financial aid for the following year. If a student is declared ineligible, the student may submit a written appeal to the Director of Financial Aid. Appeals will be reviewed and written responses will be issued within two weeks. Students who have been terminated from financial aid eligibility must re-establish satisfactory academic progress for the following academic year before federal financial aid can be reinstated.

## **Tuition**

Please see separate Tuition and Fees Schedule on the AGS website: [www.alfredadler.edu](http://www.alfredadler.edu), located in the Tuition & Financial Aid section. For tuition refund policy, see the AGS Student Handbook.

## **Scholarships**

Two ½ tuition scholarships are offered each year, based on need, academic performance, and internship/career plans, are available to qualified students in the Master of Arts degree program. Application forms may be obtained from the Office of Admissions & Student Services.

## **VII. Programs**

### **Educational Offerings**

AGS offers a Master of Arts degree in Adlerian Counseling and Psychotherapy as well as Certificates in specific Specialty Areas. Each Master's Degree candidate selects an emphasis in one or more of the following areas:

- Marriage and Family Therapy Emphasis
- Clinical Counseling Emphasis
- School Counseling Emphasis
- Management Consulting and Organizational Leadership Emphasis
- Art Therapy Emphasis
- Non-Clinical Adlerian Studies Emphasis

Students seeking licensure in Marriage and Family Therapy, who already hold a Master's degree, are encouraged to contact AGS' Director of Admissions & Student Services about specific course requirements (see section on Marriage & Family Course Work for Licensure Preparation below).

### **Master of Arts in Adlerian Counseling and Psychotherapy – Marriage & Family Therapy Emphasis**

The Master of Arts degree in Adlerian Counseling and Psychotherapy is tailored to meet the needs of working adults by offering classes on evenings and weekends. A minimum of 48 credits is required for the Master of Arts in Adlerian Counseling and Psychotherapy, Marriage & Family Therapy Emphasis, leading to eligibility for licensure as a Marriage & Family Therapist. These 48 credits include a six-credit internship experience and a three-credit Master's Project.

The Adler Graduate School prepares students to pursue the professional role of counselor and psychotherapist. These professionals typically pursue licensure as Marriage & Family Therapists. Licensed Marriage & Family Therapists work in

numerous settings, providing mental health services and parent education to families, couples and children. They may also work with individuals and groups, but a large part of their training is in relationship counseling and therapy.

The Adler Graduate School's academic program emphasis in Counseling & Psychotherapy is based on the State of Minnesota's criteria for licensure as a Marriage & Family Therapist. These therapists are overseen by the Minnesota Board of Marriage & Family Therapy, 2829 University Ave. S.E., Suite 330, Minneapolis, MN, 55414, phone: 612.617.2220. The LMFT is recognized in nearly all fifty states. Some AGS students elect to pursue dual licensure; typically the LMFT and LPC (Licensed Professional Counselor).

Course requirements to complete the Marriage & Family Therapy Emphasis are:

Human Development (each course 3 credits):

- 511 Introduction to Adlerian Psychology & Child Guidance
- 504 Abnormal Psychology & DSM-IV-TR
- 513 Comparative Theories of Personality and Psychotherapy

Marital and Family Systems (each course 3 credits):

- 515 Life Style Analysis
- 523 Multicultural Counseling
- 541 Family Systems

Marital and Family Therapy (each course 3 credits):

- 510 Basic Counseling Skills
- 525 Essential Interviewing Skills
- 533 Clinical Assessment
- 542 Family and Couples Therapy
- 544 Counseling Children and Adolescents

Professional Studies (3 credits):

- 521 Values, Ethics and Legalities

Research Methods (3 credits):

- 500 Principles of Research

Internship Component:

Students following the LMFT track for licensure must complete a 500-hour internship during their time at AGS. Two hundred of these hours are spent in "peer" work, and 300 are spent in therapy, with 150 of the therapy hours taking place with 2 or more persons who are involved in a relationship.

Internship course requirements are:

591,2,3,4	Internship	½ credit each
597	Advanced Internship	1 credit each (must be taken 3 times)
598	Individual Supervision	1 credit

Master's Project:

599	Master's Project	3 credits	Final Requirement
-----	------------------	-----------	-------------------

### **Marriage & Family Course Work for Licensure Preparation (For applicants already holding a Master's degree):**

This Marriage & Family track at the Adler Graduate School allows some students to take only those courses required for licensure by the Minnesota Board of Marriage & Family Therapy, provided the student already holds a Master's degree, earned within the last 10 years, from another institution. To be considered for this MFT track, applicants must submit all official transcripts reflecting previous graduate degrees, plus the AGS application form and fee. Applicants first meet with a representative from the Minnesota Board of Marriage & Family Therapy, in an effort to identify the applicant's unique course and/or internship requirements. Applicants are then required to provide AGS with written documentation of the Board's determination regarding their unique requirements. After meeting with a representative from the Board, students must choose classes from the categories listed above. The Marriage & Family Therapy Board can be contacted at 612.627.2220.

### **Master of Arts in Adlerian Counseling and Psychotherapy – Clinical Counseling Emphasis**

Eligibility for Licensed Professional Counselor or Licensed Professional Clinical Counselor

The Master of Arts Degree in Counseling and Psychotherapy, with a Clinical Counseling Emphasis, is tailored to meet the needs of working adults by offering classes on evenings and weekends. A minimum of 48 credits for LPC eligibility and 60 credits for LPCC eligibility are required for this Master of Arts Degree, including a six-credit internship experience and a three-credit Master's Project.

The Clinical Counseling Emphasis prepares students to pursue the professional role of clinical mental health counselor. This is a nationally recognized field in the practice of mental health. Clinical mental health counselors typically hold one of two licenses: Licensed Professional Counselor (LPC, currently applicable in Minnesota & Wisconsin), or Licensed Professional Clinical Counselor (LPCC, applicable in Minnesota).

Clinical mental health counselors work in numerous settings and provide education and mental health services to individuals, couples and families. In terms of course work and professional preparation, clinical mental health counselors differ from Marriage and Family Therapists in that clinical counselors focus more on individual growth and

development. Though clinical mental health counselors do work with couples and families, it is more typical that their professional practice is individually focused.

The Adler Graduate School's Clinical Counseling Emphasis is based on the State of Minnesota's criteria for licensure as a professional counselor. Licensed Professional Counselors (LPC's) and Licensed Professional Clinical Counselors (LPCC's) are overseen by the Minnesota Board of Behavioral Health and Therapy, 2829 University Ave. S.E., Suite 210, Minneapolis, MN 55414, phone: 612.617.2178. The LPC is a nationally recognized mental health license, existing in nearly all 50 states. Some AGS students elect to pursue dual licensure; typically the LMFT and the LPC or LPCC.

Course requirements to complete the Licensed Professional Counselor eligibility are:

- 511 Introduction to Adlerian Psychology & Child Guidance
- 510 Basic Counseling Skills
- 515 Life Style Analysis

Requirements to become eligible for licensure as a Licensed Professional Counselor (LPC) under the Minnesota Board of Behavioral Health and Therapy, and the applicable AGS courses, are as follows:

LPC Requirements:

- The Helping Relationship
- Human Growth & Development
- Lifestyle Development & Career Development
- Group Dynamics, Processes, Counseling, & Consulting
- Assessment & Appraisal
- Social & Cultural Issues Including Multicultural Issues
- Principles of Etiology, Treatment Planning, and Prevention of Mental & Emotional Disorders and Dysfunctional Behavior
- Family Counseling & Therapy
- Research & Evaluation
- Professional Counseling Orientation & Ethics

AGS Courses:

- #525 Essential Interviewing Skills
- #505 Developmental Psychology
- #574 Career Development
- #532 Group Psychotherapy & Counseling
- #533 Clinical Assessment
- #523 Multicultural Counseling
  
- #504 Abnormal Psychology & DSM-IV-TR
  
- #541 Family Systems
- #500 Principles of Research
- #521 Values, Ethics & Legalities

Internship Component:

Students following the LPC track for licensure must complete 700 hours of internship activities, of which 150 hours must be in therapy, during their time at the Adler Graduate School.

Internship course requirements are:

- |           |                        |                                       |
|-----------|------------------------|---------------------------------------|
| 591,2,3,4 | Internship             | ½ credit each                         |
| 597       | Advanced Internship    | 1 credit each (must be taken 3 times) |
| 598       | Individual Supervision | 1 credit                              |

Master's Project:

599	Master's Project	3 credits	Final Requirement
-----	------------------	-----------	-------------------

Course requirements (12 extra credits) to complete the eligibility for Licensed Professional Clinical Counselor (LPCC) are:

- 511 Introduction to Adlerian Psychology & Child Guidance
- 510 Basic Counseling Skills
- 515 Life Style Analysis

Requirements to become eligible for licensure as a Licensed Professional Clinical Counselor (LPCC) under the Minnesota Board of Behavioral Health and Therapy, and the applicable AGS courses, are as follows:

LPCC Requirements:

- The Helping Relationship
- Human Growth & Development
- Lifestyle Development & Career Development
- Group Dynamics, Processes, Counseling, & Consulting
- Assessment & Appraisal
- Social & Cultural Issues Including Multicultural Issues
- Principles of Etiology, Treatment Planning, and Prevention of Mental & Emotional Disorders and Dysfunctional Behavior
- Family Counseling & Therapy
- Research & Evaluation
- Professional Counseling Orientation & Ethics
- Normative Development & Psychopathology
- Clinical Treatment Planning
- Clinical Interventions
- Evaluation Methodologies

AGS Courses:

- #510 Basic Counseling Skills
- #505 Developmental Psychology
- #574 Career Development
- #532 Group Psychotherapy & Counseling
- #533 Clinical Assessment
- #523 Multicultural Counseling
  
- #504 Abnormal Psychology & DSM-IV-TR
  
- #541 Family Systems
- #500 Principles of Research
- #521 Values, Ethics & Legalities
- #514 Psychopathology
- #560 Clinical Treatment Planning
- #537 Advanced Counseling Skills
- #561 Evaluation Methodologies

Internship Component:

Students following the LPCC track for licensure must complete 700 hours of internship activities, of which 150 hours must be in therapy, during their time at the Adler Graduate School.

Internship course requirements are:

591,2,3,4	Internship	½ credit each
597	Advanced Internship	1 credit each (must be taken 3 times)
598	Individual Supervision	1 credit

Master's Project:

599	Master's Project	3 credits	Final Requirement
-----	------------------	-----------	-------------------

## **Master of Arts in Adlerian Counseling and Psychotherapy – School Counseling Emphasis**

Adlerians have a long history of positively impacting students and teachers in school settings. AGS' School Counseling Program guides its graduates toward the acquisition of the knowledge and skills needed to provide competent counseling in Kindergarten – Grade 12 (K-12) school settings.

School Counseling students complete a 50-semester credit program over an approximately 30- to 36-month time period. Completion of the School Counseling sequence leads to a Master of Arts Degree in Counseling and Psychotherapy and licensure as a School Counselor in the State of Minnesota.

School Counseling Emphasis – Required School Counseling Courses:

- 570 Foundations of 21<sup>st</sup> Century School Counseling
- 572 Counseling Exceptional Children
- 573 Advanced School Counseling Skills
- 574 Career Development

School Counseling Emphasis – Required Adlerian and General Courses:

- 500 Principles of Research
- 501 Psychological Statistics and Psychometrics
- 505 Developmental Psychology
- 511 Introduction to Adlerian Psychology & Child Guidance
- 513 Comparative Theories of Personality and Psychotherapy
- 521 Values, Ethics and Legalities
- 523 Multicultural Counseling
- 525 Essential Interviewing Skills
- 532 Group Psychotherapy and Counseling
- 544 Counseling Children and Adolescents

School Counseling Emphasis – Required Field Experiences:

- 577 School Counseling Practicum
- 578 School Counseling Internship

School Counseling Emphasis – Required Capstone Experiences:

- 580 Integrative Portfolio
- 599 Master's Project

## **Master of Arts in Adlerian Counseling and Psychotherapy – Management Consulting and Organizational Leadership Emphasis**

The Management Consulting and Organizational Leadership (MCOL) Emphasis will help students learn how to develop their own consulting practices and how to help organizations become healthier. Managers and consultants will better understand the chaotic processes and problems that can influence workplace behavior and performance.

The Adler Graduate School's MCOL program focuses on preparing leaders to work effectively and efficiently by creating healthy organizational cultures, systems of collaborative teamwork, and synergistic operational structures. Experienced instructors use Adlerian values of encouragement, social interest, and purposefulness in promoting strategies that are highly applicable to today's work environment.

MCOL students complete a 42-semester credit program, consisting of 13 courses and a three-credit Master's Project including a field study.

### **Management Consulting and Organizational Leadership Emphasis – Required Courses:**

- 513 Comparative Theories of Personality and Psychotherapy
- 599 Master's Project
- 600 Principles of Research-MCOL
- 605 Coaching Skills in the Business Environment
- 607 Executive Leadership Coaching
- 609 Team Coaching in Organizations
- 611 Adlerian Principles and Applications
- 615 Organizational Life Style
- 621 Organizational Development and Ethics
- 623 Multicultural Diversity in Organizations
- 625 Organizational Communications and Cultural Integration Skills
- 633 Organizational and Financial Assessment
- 642 Leadership Dynamics and Decision-Making
- 643 Intervention, Change and Transformation

## **Master of Arts in Adlerian Counseling and Psychotherapy – Art Therapy Emphasis**

“Art therapy is the therapeutic use of art making, within a professional relationship by people who experience illness, trauma or challenges in living and by people who seek personal development. Through creating art and reflecting on the art products and processes, people can increase awareness of self and others cope with symptoms, stress and traumatic experiences, enhance cognitive abilities, and enjoy the life affirming pleasures of making art.” ~ American Art Therapy Association

The Adler Graduate School's Art Therapy Program integrates Adlerian theory and technique into the creative and expressive realm of Art Therapy. It also allows students pursuing specialized training in Art Therapy theory and practice to receive training in Marriage and Family Therapy and/or Clinical Counseling.

The Art Therapy Program prepares students to work as Art Therapists. After completing the 60-credit program, they will be eligible to apply to become Marriage and Family Therapists, as well as Registered and Board Certified Art Therapists (ATR-BC).

Course work utilizes experiential and didactic methods of teaching to help students learn the essentials of art therapy theory and the techniques for working with clients. Students will learn methods applicable for individuals, families and groups, within a variety of work settings.

In addition to the Adler Graduate School's standard admission criteria, additional requirements must be met when enrolling in the Art Therapy Program. Prospective students must submit a portfolio of original artwork, demonstrating competency with art materials. In addition, students admitted to the Art Therapy Program must successfully complete specific studio art and psychology credits (including credits taken before admission) not later than 12 months after entering the AT track.

Art Therapy Emphasis – Required Courses (all courses 3 credits):

- 500 Principles of Research
- 504 Abnormal Psychology & DSM-IV-TR
- 510 Basic Counseling Skills or 525
- 511 Introduction to Adlerian Psychology & Child Guidance
- 513 Comparative Theories of Personality & Psychotherapy
- 515 Life Style Analysis
- 521 Values, Ethics & Legalities
- 525 Essential Interviewing Skills or 510
- 533 Clinical Assessment
- 541 Systems of Family Therapy
- 551 Foundations of Art Therapy
- 552 Art Therapy with Children & Adolescents
- 553 Group Art Therapy
- 555 Art Therapy Assessment
- 556 Art Therapy Studio: Media Explorations
- 557 Art Therapy with Special Populations
- 558 Multicultural Art Therapy
- 559 Integrative Approaches to Family Art Therapy

Internship Component:

Students following the Art Therapy track for licensure and certification must complete 750 hours of internship activities, of which 350 hours must be in art therapy, which must include 150 family therapy hours during their time at the Adler Graduate School.

Internship course requirements are:

591,2,3,4	Internship	½ credit each
597	Advanced Internship	1 credit each (must be taken 3 times)
598	Individual Supervision	1 credit

Master's Project:

599	Master's Project	3 credits	Final Requirement
-----	------------------	-----------	-------------------

### **Master of Arts in Adlerian Counseling and Psychotherapy – Non-Clinical Adlerian Studies Emphasis**

The Adler Graduate School offers the Master's Degree in Counseling and Psychotherapy – Non-Clinical Adlerian Studies Emphasis for students who are interested in Adlerian theory but do not wish to complete the requirements that would otherwise allow them to become eligible for licensure as a Minnesota mental health professional or a school counselor. The Master's Degree in Counseling and Psychotherapy – Non-Clinical Adlerian Studies Emphasis does not include an internship component, and the degree does not prepare students for clinical work in the field of mental health. This 48-credit degree requires successful completion of a combination of 15 required and elective courses from AGS' curriculum and completion of a 3-credit Master's Project. Among the 15 courses that may be chosen from AGS' curriculum, only one course (#551 Foundations of Art Therapy) may be taken from AGS' Art Therapy specialty area. This degree is not meant to prepare students for clinical work in the field of mental health. Credits earned toward completion of internship requirements associated with other AGS degree tracks may not be counted as part of the 48 credits required for completion of the Master's Degree in Counseling and Psychotherapy – Non-Clinical Adlerian Studies Emphasis.

### **Certificates for Professional Development**

#### **Coaching and Consulting in Organizations (CCO) Certificate**

The Certificate in Coaching and Consulting in Organizations will focus on learning key dimensions of visioning, clarifying mission, strategic planning, principles of organizational development, and alignment of personal and organizational goals, objectives and actions. Participants will learn how Adlerian principles of cooperation facilitate growth of an organizational core culture. Consulting skills will be developed through active dialogue and discussion of cases; promoting an understanding of essential strategies for implementation of results-oriented changes.

Coaching and Consulting in Organizations (CCO) Certificate – Required Courses:

611	Adlerian Principles and Applications
621	Organizational Development and Ethics
642	Leadership Dynamics and Decision-Making
643	Intervention, Change and Transformation

A field study is also required

### **Personal and Professional Life Coaching Certificate**

The Certificate in Personal and Professional Life Coaching is designed to train students in one of the fastest-growing professions in the field of support. The purpose of the coaching relationship is to promote the personal and professional success of the client in any area of life. Students learn a framework for integrating the skills/tools of coaching with the principles of Adlerian psychology. Find out how coaching fits in the fields of mental health and human development. Courses include how to develop and structure the coaching relationship from start to finish, with an emphasis on practicing coaching skills and experiencing the impact of coaching.

Personal and Professional Life Coaching Certificate – Required Courses:

- 650 Foundations of Personal & Professional Life Coaching
- 651 Designing the Coaching Relationship
- 652 Living on Purpose
- 659 Applied Coaching Experience (“ACE”)

### **Parent Coaching**

The Parent Coaching Specialty Area Program is designed to train already licensed and/or certified professionals (e.g. Marriage and Family Therapists, Psychologists, Clinical Counselors, Social Workers, Alcohol and Drug Counselors, School Psychologists, School Counselors, Psychiatrists, Psychiatric Nurses, Parent Educators) in one of the fastest growing areas of the parent-family support field. The purpose of the coaching relationship is to provide a safe, non-judgmental, supportive arena for parents to learn new and effective parenting skills. Participants learn a variety of techniques and philosophies that are in harmony with Adlerian principles. They will also discover how parent coaching complements various fields of therapy and therapeutic techniques. Courses focus on parenting philosophies, technique training and hands-on experience with coaching parents. Feedback and the free exchange of ideas are integral to the training.

Parent Coaching – Required Courses:

- 660 Parent Coaching Foundations
- 661 Applied Parent Coaching

### **Internship Experience**

On-site internship experience is an integral part of the Adler Graduate School's Master of Arts Degree with a Counseling and Psychotherapy emphasis. Students are required to spend time at an internship site throughout the course of their program. The Office of Admissions & Student Services assists students in finding sites that relate to students' interests. See the Academic Information section of this Catalog for more information.

## **Didactic Instruction**

Students in the Master of Arts Degree program are required to complete both an Individual and a Group Didactic experience. The Didactics are designed to offer a firsthand experience with the therapeutic process, working directly with a professional role model. Didactic Instructors interact with AGS students only as Didactic Instructors, not as classroom faculty.

**Individual Didactic:** This required experience provides an opportunity to identify, explore, and modify attitudes or behaviors that might interfere with the ability to function as a competent counselor. Individual Didactic Instruction is limited to ten sessions. If the Didactic Instructor and/or student feels there are issues to be addressed that exceed the limits of ten Didactic sessions, the student may arrange for therapy or consultation with an outside therapist. Following this additional attention, if the student has not completed Individual Didactic Instruction, she/he will return to the original Didactic Instructor to complete remaining sessions.

Students contact and work directly with a Didactic Instructor by choosing from an approved list. AGS is notified in writing by the Didactic Instructor when the required ten sessions have been completed. At least five sessions of Individual Didactic Instruction must be completed before Group Didactic Instruction can be taken. The experience will appear on transcripts as a pass/fail grade. Prerequisite: #515 Life Style Analysis

**Group Didactic:** This required experience provides an opportunity to increase understanding and skills in the areas of personal, interpersonal and small group communication and to facilitate professional development in a setting in which constructive feedback may be obtained. As members of a Didactic Group, students are expected to participate with openness and candor. The experience will appear on transcripts as a pass/fail grade. Prerequisite: At least five sessions of #528 Individual Didactic Instruction completed

## **International Study**

In conjunction with the International Committee for Adlerian Summer Schools and Institute (ICASSI), AGS will award three credits for completion of class(es) taken at ICASSI. The two-week ICASSI program is held in a different country each year, usually in late July or early August. If a minimum of eight AGS students attend ICASSI, an AGS faculty member will be assigned to accompany those students. Students select the classes(s) and sessions they plan to attend and submit their plans to the accompanying faculty member. Students are expected to participate in discussion sessions facilitated by the AGS faculty member for the duration of ICASSI. A paper or project is required to fulfill requirements and to earn three credits. Travel, accommodations and registration information are available from AGS' Director of Admissions & Student Services.

## **Oral Examinations**

When all requirements for the Master of Arts degree have been successfully met, students will be scheduled for an oral examination. Students must have their Master's Projects completed prior to the oral examination. The examination for Master of Arts students focuses on the student's Master's Project, internship experience (where applicable) and Adlerian competencies.

## **Graduation**

AGS' graduation ceremonies take place in the Spring and Fall of each year. However, students may receive a transcript and a letter indicating they have completed all graduation requirements, and earned a Master of Arts Degree, as soon as this has actually been accomplished. An individual credit review and informational meeting is scheduled for prospective graduates. All degree recipients are expected to participate in a graduation ceremony.

## **VIII. Course Descriptions**

A description of courses regularly offered appears on the following pages. AGS 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.

### **Graduate School 101, APA Primer, and Writing Immersion**

Students pursuing one of the Adler Graduate School's MA program tracks are offered the following early-stage student services:

#### **Graduate School 101 (Mandatory)**

Graduate School 101 is a daylong introduction to the Adler Graduate School, our programs and services, and the professional development experience that students might anticipate. Integrates new students into the life of the Adler Graduate School, and the specific program tracks that individual students have selected.

#### **APA Primer**

A 1.5-hour primer on APA standards for writing and formatting. Although participation is not mandatory, since AGS courses and capstone project (the Masters Project) adhere to APA writing/formatting standards, all new and current students are encouraged to participate at least once, and students may participate more than once if appropriate.

#### **100 Writing Immersion: Coaching for Academic Writers**

This is a 10-week, ungraded mini-course designed to help students with their writing skills and/or writing confidence. It is intended to facilitate students' success in AGS courses and with the Masters Project. Students participate in five 75-minute, one-to-one sessions to address essay forms, grammar and APA guidelines. They may apply their learning to planned or ongoing papers for other courses, or to fulfill other

expository writing needs. Students also receive 10 hours of distance learning through which they obtain critiques of their work and complete edits with Instructor. Although the Writing Immersion course is not mandatory, students are encouraged to take careful inventory of their writing skills and to participate in this course if their self-assessment suggests participation would be beneficial. If your self-assessment or feedback from instructors indicates that you would benefit from the writing course, please be sure to enroll.

### **500 Principles of Research (3 Credits)**

This course provides an introduction to the principles and processes of social science research. It gives students tools for understanding the process of applying the scientific method to social science issues, reading/analyzing primary sources, online and library resources and critical thinking. It also provides the opportunity to begin formulating ideas for the Master's Project, and begin gathering references for it.

### **501 Statistics & Psychometrics (3 Credits)**

This Course covers the basics of statistical theory and process. Areas covered include reliability and validity, as well as the difference between qualitative and quantitative methods and applications. Students should leave with an understanding of how to construct a basic research design and how statistics impact that design. Students will also be able to approach all scholarly work with a critical eye for its strengths and limitations due to the statistics presented.

This course also deals with the basic concepts of Psychometrics. The course will explain the origins, function, and value of psychological testing. The course will cover the concepts of reliability and validity of tests. The course will focus on understanding the implications of reliability and validity on the value of the test. The tests to be covered include intelligence, assessment, personality testing and relationship instruments. The social, legal and ethical implications of testing will be addressed. Methods of test construction will be explored, including rational vs. empirical test development. The controversial aspects of test administration will also be addressed.

### **504 Abnormal Psychology & DSM-IV-TR (3 Credits)**

This course covers the development, symptoms, and patterns of maladjusted behavior. Areas presented include the onset and progression of the neuroses, psychoses, personality disorders, sexual disorders and the structural and chemical disorders of the mental processes. Students are introduced to DSM categorization and classification of psychological phenomena. The goals of the course are for students to look at abnormal behavior from a multidisciplinary framework in order to better understand deviant behavior, as well as human behavior in general. This class is also online.

### **505 Developmental Psychology (3 Credits)**

This course is an examination of selected theories of human growth and development over the life span, with attention to the research methods that support them. Recognizing that Developmental Psychology is a dynamic field in the forefront of social interest, timely attention will be paid to developing changes and challenges as they

apply to ethical application in practice. Students will be assigned additional work appropriate to their program. This class is also online.

### **510 Basic Counseling Skills (3 Credits)**

This course offers students both knowledge and practice in the skills essential to designing and conducting Adlerian psychotherapy. The objective is to introduce students to basic contemporary Adlerian clinical techniques in understanding psychopathology, assessing and diagnosing, and treatment planning. In addition, this course offers students complementary skills to augment the Adlerian method. For example, students gain clinical practice in structuring therapy, establishing the therapeutic relationship, implementing clinical techniques, and conducting therapy. Students are challenged to develop their personal approach to the practice of psychotherapy based on the Adlerian method. This course will require students to integrate diagnostics and treatment planning, intervention, case management and development of a therapeutic thought process. Students will demonstrate relationship development skills for all stages of therapy. Students will be required to apply these skills to their work with children and adults in a variety of modalities including individual, couples and family therapy.

### **511 Introduction to Adlerian Psychology & Child Guidance (3 Credits)**

This course introduces students to the history, philosophy, and essential concepts of Adlerian psychology and child guidance. Students read and discuss Alfred Adler's original works as well as study modern interpretations and uses of Adlerian ideas. Special emphasis is placed on the application of Adlerian concepts in the practice of individual psychotherapy, family therapy, parent effectiveness training, and teaching in the schools. Adler's attention to child guidance and parent education are areas of special focus.

### **513 Comparative Theories of Personality & Psychotherapy (3 Credits)**

This course provides an overview of personality theory. Its purpose is to provoke critical thinking (often outside the box), stimulate further study, and inspire a lifelong attitude of questioning, evaluation and change as new paradigms and information present themselves. A corollary goal is to work toward optimizing clinical interventions by complementing Adler's Individual Psychology with the techniques and strategies informed by other schools of thought. A related major purpose of this course is development of your own "good theory," a personal theoretical perspective which is consistent with your own worldview and counseling style. This class is also online.

### **514 Psychodynamics of Child, Adolescent & Adult Psychopathology (3 Credits)**

This course offers students an in-depth examination of the Adlerian view of psychopathology and subsequent mental disorders. Etiology typically begins during childhood. Based on Adler's explanation of the development of, in his words, neurotic behavior and neuroses, this course leads students through an Adlerian-based understanding of the psychodynamics of the most frequently diagnosed mental disorders (i.e., anxiety, substance abuse and dependence, depression, eating disorders). This course provides students with the information necessary to make a

comprehensive Adlerian analysis of various forms of psychological distress.

**515 Life Style Analysis (3 Credits) (Prerequisite: 511)**

This course will introduce students to the history, philosophy, and essential concepts of Life Style Assessment. Students will be introduced to the in-depth process of Life Style Assessment, including data collection and analysis through an experiential process. The course covers four major areas of Life Style Assessment: family constellation, physical and sexual development, dream analysis, and early recollections analysis.

**518 ICASSI Summer Study Option (3 Credits)**

(Prerequisite: Successful completion of 12 AGS credits)

Course offerings may change each year. All courses are 2 weeks long, and participants elect course(s) for the entire 2 weeks. Enrollment restrictions apply to some courses, and registration for these courses is based on earliest application dates.

**521 Values, Ethics & Legalities (3 Credits)**

This course is designed as a means of providing an overview of the issues and ethics affecting professional practice in counseling fields, i.e., Licensed Marriage & Family Therapist, Licensed Professional Counselor, Licensed School Counselor. This overview will presumably stimulate further study in specialized areas of practice, as well as a desire to stay abreast of contemporary adaptations and the general evolution of our professional standards. Students will be provided with opportunities to examine issues and apply ethical principles through lecture, discussion, experiential exercises, and written assignments.

**523 Multicultural Counseling (3 Credits)**

This course provides a comprehensive overview of the psychology of multicultural counseling. Developmental, social and cultural contributions on ethnic and minority groups are explored. Ethnocentrism, acculturation, communication patterns, and racial conditioning are discussed. Emphasis is placed on implications for counseling in a culturally diverse society. The cultural and clinical examples presented in this course are intended to widen the lens through which students view other ethnic cultures and to provide each student with a series of hypotheses to accept or discard according to his/her own experience. Teaching methods used in the course will include lectures and discussions, viewing of culturally specific media, examination of cultural patterns and social relationships, and appearances by guest speakers. The course is designed to increase students': *cultural awareness*, by challenging culturally biased assumptions; *knowledge*, by presenting factual information about a particular method, population or problem; and *skill*, by identifying acceptable actions, based on appropriate awareness and accurate knowledge.

**525 Essential Interviewing Skills (3 Credits)**

This course is designed to provide students an opportunity to use a systematic and developmental counseling theory with skills: Stage I) Compassionate Joining (basic communication skills and processes, physical and psychological attending, concreteness, primary accurate empathy, genuineness, and respect). Stage II)

Challenging Skills. Stage III) Co-active Contracting. Students will learn and practice skills through role play (using real issues), lecture, video tape evaluation, and written exercises.

**528 Individual Didactic Instruction (No Credit) (Prerequisite: 515)**

The didactic process focuses attention on the development of the person of the therapist. Utilizing the Life Style, students will learn about lifestyle goals and private logic, and how these affect their work as students and professional counselors. Individual Didactic Instruction provides students with a first-hand experience with the process of Adlerian psychotherapy. Students select from a list of recommended Didactic Instructors.

**529 Group Didactic Instruction (No Credit)**  
(Prerequisite: 5 sessions of 528 completed)

Based on Adlerian Psychology, the Group Didactic Instruction will provide an opportunity for students to enhance their professional development by improving their skills in personal, interpersonal, and small group communication.

**532 Group Psychotherapy & Counseling (3 Credits)**

This course teaches students the dynamics of and the skills to lead groups, through lecture, discussion, video, participation in and facilitation/co-facilitation of classroom training groups. A TASK project will give students an opportunity to apply their knowledge to a specific area of group work (counseling, therapy, schools, business). Theory, methods and application of group psychotherapy and counseling are discussed and demonstrated, using the class itself as a psychotherapeutic group.

**533 Clinical Assessment (3 Credits)**

This course introduces students to the purposes, issues, types, and process of clinical assessment. Special issues in assessment, including biases, assessment with special populations, and ethical considerations are presented. Research in clinical assessment will be discussed. Course activities will focus on assessment considerations with several clinical conditions, assessment of mental status, risk assessment, and Adlerian approaches to clinical assessment. Techniques for understanding non-verbal behavior, speech and language, and interpersonal transactions are reviewed in a context of behavioral observation as an assessment tool, as well as part of objective and projective types of assessment.

**537 Advanced Approaches to Counseling and Psychotherapy Skills (3 Credits)**

This course will advance students through a process of Adlerian basic skills review, middle-level skills development, and move to an advanced understanding of more mature clinical skills awareness and use. Students will become familiar with their own level of capability in practice, via self-reflective and empirical review of their current capability, knowledge and comfort with a wide array of techniques and applications related to diagnosis assessment, treatment planning, context flexibility, case management and prognosis. Multiple contexts and modalities of care will be reviewed as they pertain to medical, religious, social service, non-profit, private practice, clinical,

and school-related settings. Individual, dyadic, familial, group, and organizational approaches will also be examined.

**541 Family Systems: Theoretical Foundations, Theories, Practical Applications**  
(3 Credits)

This course provides basic information about theory and the earlier history of the various theories that have impacted the study of Family as a discipline. The conceptual frameworks such as family systems theory (via general systems theory), family development, symbolic interaction, communication, human ecology, feminist, and the biosocial theories are reviewed. Key concepts and basic assumptions will be identified to assist the learner in understanding and conceptualizing core components of the Family Science discipline. The course is designed to teach how to integrate Adlerian Individual Psychology with Family Systems Therapy. This course will present a broad overview of this approach and information about key concepts, theorists, and practitioners in the field. By comparing and contrasting Adlerian with family systems theory styles of practice, students will become more effective with clients.

**542 Family & Couples Therapy** (3 Credits)

This course provides an overview of various systems approaches to family and couples therapy, integrating Adlerian concepts and techniques. Through lecture, role-play, case study and project development, students will be introduced to a variety of therapeutic procedures and intervention strategies which will promote systemic assessment, treatment planning, ongoing interventions and termination. As a course project, students will integrate course resources to create a “family and couples therapy manual” for their own practices.

**544 Counseling Children & Adolescents** (3 Credits)

This course provides a theoretical perspective for understanding children and adolescents; recognizes the developmental influences challenging children and adolescents; and supports the theoretical and developmental understanding with practical therapeutic strategies. The theoretical and clinical perspectives will be examined within the context of Individual Psychology.

**545 Addictions in Systems** (3 Credits)

This course is designed to help students understand the process of addiction in various systems such as work, family, friendships and the intrapersonal system. Students will gain an understanding of the “continuum of care” in Minnesota as a network of resources to be used for intervention and treatment of addiction. Personal “highs” will be explored and self-care plans developed. Special populations will be studied. Students will learn to use standard addiction screening techniques and family/work intervention processes through role-play and lecture. Adlerian approaches to addiction will be discussed.

**551 Foundations of Art Therapy** (3 Credits)

This course will introduce the theory, principles and practices of art therapy. The interface between art and various theories of psychotherapy will be explored including

application to personality development. Through discussion and experiential exercises students will be encouraged to apply theory to general practice applications.

**552 Art Therapy with Children & Adolescents** (3 Credits) (Prerequisite: 551)

This course provides an overview of the theories, principles and practices of Art Therapy as an assessment and treatment modality for children and adolescents. Normal stages of child development and graphic development will be addressed, as well as strategies to enhance the social, emotional and creative development of children and adolescents through the use of art therapy.

**553 Group Art Therapy** (3 Credits) (Prerequisite: 551)

This course will offer an opportunity to learn about art therapy groups by being in a group, as well as by reading and discussing theories about group art therapy. No single approach to group process is advocated; the emphasis in readings and class discussions will be rather to explore many ways of thinking about and experiencing groups. Various models of groups will be examined, including support groups, short-term, time limited, and long-term therapy groups.

**555 Art Therapy Assessment** (3 Credits) (Prerequisite: 551)

Assessment techniques in art therapy introduces art therapy assessments and other projective evaluation tools, along with legal and ethical issues relating to art therapy evaluations.

**556 Art Therapy Studio: Media Explorations** (3 Credits) (Prerequisite: 551)

This course will focus on the exploration of art materials used in the context of art therapy. A variety of responses to materials and processes will be investigated through experiential learning. Students will gain a better understanding of traditional approaches to materials used in art therapy as well as non-traditional approaches to materials that can promote and inspire the creative process. Students will further their personal artistic development as well as integrate their internship experiences through self-exploration in an open studio environment. The students will present a piece of their artwork at an onsite exhibition at the end of the course to honor their artwork and to share their insights and experiences.

**557 Art Therapy with Special Populations** (3 Credits) (Prerequisite: 551)

This course will offer an opportunity to learn about art therapy as it may be used with a variety of populations including; post traumatic stress, addictions, eating disorders, elderly, autistic, and handicapped. Relevant clinical issues will be discussed along with specific art interventions for each population. Students will be expected to conduct research on current practices in the field of art therapy as it relates to special populations resulting in a final paper and class presentation.

**558 Multicultural Art Therapy** (3 Credits) (Prerequisite: 551)

This graduate course is designed to increase awareness and develop skills and approaches with diverse populations in art therapy. In the increasingly diverse environment of the United States, we are constantly interfacing with a broad variety of peoples in our families, social situations, work environment, and clinical settings. Thus,

the class will explore the implications of culture, race, ethnicity, gender, sexual orientation, social status, and physical boundaries. Through the course readings, experiential exercises employing family and community interviews, discussions, reflective writing, and lectures, multicultural issues will be examined and a framework/proposal will be presented for the class to learn how to be flexible, open, knowledgeable, and competent with diverse individuals. This course will also present the opportunity to experience learning ethnographic research and models.

**559 Integrative Approaches to Family Art Therapy (3 Credits) (Prerequisite: 551)**

This course focuses on the integration of art therapy theories and processes with family systems theory. Students will utilize both didactic and experiential learning methods to become familiar with family art therapy methods as these relate to both assessment and treatment.

**560 Clinical Treatment Planning in Counseling and Psychotherapy (3 Credits)**

This course offers students an in-depth examination of the content and process of behavioral health clinical treatment planning for individuals, couples, and families seeking counseling or psychotherapy. It is acknowledged that a component of clinicians' effectiveness with their clients is developing and administering effective planning to guide clinical treatment. Managed care in particular espouses this view. This course reviews the philosophy, structure, and implementation of effective clinical treatment planning. Particular emphasis is given to developing written treatment plans.

**561 Evaluation Methodologies of Clinical Interventions (3 Credits)**

This course examines the history and philosophy of outcome evaluation in psychotherapy, various ways outcomes can be assessed, and key variables that appear to moderate therapeutic processes. Students will be asked to consider what Wampold has called "The Great Psychotherapy Debate" from the perspective of key stakeholders in the therapeutic relationship. Prerequisite: graduate-level course in clinical assessment.

**570 Foundations of 21<sup>st</sup> Century School Counseling (3 Credits)**

This course provides an overview of the field of school counseling and the competencies required by the Minnesota Department of Education for licensure in school counseling. Teaching methods in this course are mainly through development of a simulated school counseling program, as well as peer teaching, interviewing practicing school counselors, didactic instruction, large group discussions, and presentations by students and/or guest speakers.

**572 Counseling Exceptional Children (3 Credits)**

This course will provide an overview of the role of the school counselor in the education of exceptional children. For the purpose of this course, exceptional children will encompass the following domains: special educational, alternative and at-risk, gifted and talented, and English language learners.

**573 Advanced School Counseling Skills (3 Credits)**

This course focuses on the development, delivery, and evaluation of developmental school counseling programs. Components of a comprehensive developmental counseling program to be studied include a guidance curriculum, individual planning, responsive services and system support.

**574 Career Development (3 Credits)**

The primary emphasis of the course will be on understanding the history and various theories of career development, and applying that understanding to the design, implementation, and evaluation of career development programs and services for individuals in school and community settings.

**577 School Counseling Practicum (2 Credits)**

The School Counseling practicum provides an opportunity for students to observe and begin performing activities that are typical of a school counselor. Students will complete 200 hours of practicum, 50 hours in each of the following settings: elementary, middle/junior high, high school, and alternative/special education. Forty of the practicum hours will be spent in direct client contact. Class discussions will include a review of the observations and experiences in the educational settings, and a discussion of current issues in the school counseling field.

**578 School Counseling Internship (3 Credits)**

The Internship provides an opportunity to observe and perform a variety of counseling and related activities that are typical of a school counselor.

Students will complete 600 hours of supervised internship in a combination of elementary, middle/junior high, and high school settings. The student will choose one of the three grade levels in which to focus and will complete 300 hours of internship at that level. Students complete 150 hours of internship at each of the remaining two levels.

The intern will provide counseling services in the following four areas: guidance curriculum, individual planning, responsive services, and system support. The intern will be supervised by both a licensed school counselor and a member of the Adler Graduate School faculty.

**580 Integrative Portfolio (1 Credit)**

This course involves the development of two portfolios (working and presentation), an integrative analysis of the student's experiences in relation to the Minnesota Standards for School Counselors, an oral presentation of the portfolio, and preparation for professional licensure.

**591, 2 Beginning Internship Experience (.5 Credit each)**

**593, 4 Intermediate Internship Experience (.5 Credit each)**

The 591 and 592 courses prepare students for therapy by observation of case presentations, competency training, role-playing and discussions of cases and Life Styles with more advanced students. 593 and 594 allow students to advance in skills at

the Internship site and begin therapy. They will be required to present cases to the group before moving to the advanced level of supervision.

**597 Advanced Internship** (3 sessions required, 1 Credit each)

Students are expected to be actively counseling clients and to make case presentations to the class. Emphasis is on the development of clinical skills, techniques, attitudes and values. It is recommended that students be exposed to different instructors in this series to obtain a variety of role models. 1 credit will be earned for each of 3 sessions over a three-month period for theoretical discussion, and once a month in small coaching groups at arranged times (refer to Internship Manual).

**598 Individual Supervision** (1 Credit)

Students must complete supervised hours of counseling in a clinical or human services setting. Supervision by an approved AGS supervisor required.

**599 / 599SC Master's Project** (2 Credits for School Counseling,  
3 Credits for other emphases)

Final written project based on student research and internship experience. Students with School Counseling emphasis will complete a project on an aspect of school counseling theory, practice, and/or research. In the practice of Alfred Adler, the Research Paper must serve some form of *Social Interest*, that is, it must address an issue of importance to an actual school or district. The project will provide the student with an opportunity to: 1) identify an area of interest in school counseling; 2) review academic research related to the issue; 3) interpret and evaluate the material; 4) report the findings in a professional format; and 5) provide recommendations or suggestions concerning the identified issue.

**600 Principles of Research – MCOL** (3 Credits)

This course provides an introduction to the principles and process of research. It provides learners with skills, including asking good empirical questions, hypothesis building, website development, scientific writing and critical analysis. It emphasizes both qualitative and quantitative methodologies. The final project is a paper, which involves the research process necessary for the development of students' Masters Projects.

**605 Coaching Skills in the Business Environment** (3 Credits)

This course will explore the foundational principles of coaching in the business environment. This course will provide practical and useful concepts to help consultants and coaches improve their awareness and understanding of how various processes and structures can influence organizational and executive behavior and performance.

**607 Executive Leadership Coaching** (3 Credits)

Explore concrete methods for using coaching concepts to change the behavior of executives and to help them develop and apply more human wisdom to their work. Coaches will learn to facilitate executives' abilities to manage oneself and others in conditions of environmental and organizational turbulence, crisis and conflict. 3 Credits.

**609 Team Coaching in Organizations (3 Credits)**

Team-Based Coaching finds a coach working with executives and their staffs in the context of the team building. Team-Based Coaching includes two modes of coaching; coaching the whole team, including the executive, and coaching the executive in a team context. One mode allows team strengths to be emphasized and the other mode emphasizes the executives' effectiveness in a team setting.

**611 Adlerian Principles & Applications (3 Credits)**

This course integrates the principles and philosophy of Adlerian or Individual Psychology into the world of the workplace and organizations. The course requires that students understand and apply these principles and philosophy at the individual, team and organization level. Dynamics like perception and private logic, goal orientation, patterns of striving, compensation, mistaken convictions and purpose of behavior will be applied at the individual, team and organization levels. Philosophical elements like Social Interest, contribution, cooperation, belonging, safety, significance and encouragement will be integrated at all three levels. These understandings are meant to create a foundation for grounding human and organization development to insights and/or a knowledge base that create meaningful action and success.

**615 Organizational Life Style (3 Credits)**

Organizational Life Style will be studied at the individual, team and organization levels. Aspects of individual, team and organizational identity will be reviewed as they relate to creating cultural dynamics that foster health and well-being. A consultant must evaluate organizations through the lenses of leadership, interpersonal and group activities; in their cultural, historical, political and environmental contexts.

**621 Organizational Development and Ethics (3 Credits)**

This course requires students to grasp the nature and methods of organization development, as well as the values, ethics and legalities associated with organization development and consulting. Students will review the history of Organization Development and the use of the Action Research Model of organization assessment. Students will review applicable values, ethics and legalities and be able to practically apply these concepts within the parameters of acceptable professional conduct.

**623 Multicultural Diversity in Organizations (3 Credits)**

Teaching methods used in this course will include lectures and discussions, viewing of culturally specific media, examination of cultural patterns and social relationships and appearances by guest speakers. The course is designed to increase students' cultural awareness by challenging culturally biased assumptions; by increasing knowledge through factual information concerning a particular population or problem; and by increasing skills in identifying effective actions based on appropriate awareness and accurate knowledge.

**625 Organizational Communications and Cultural Integration Skills (3 Credits)**

This course will help learners make presentations to teams and companies and to be more successful in their communications and integration skills, generally. This course will discuss strategies and methods for culture-to-culture integration among teams. As more companies are becoming global, more collaboration methods are needed to work effectively and efficiently. Many methods of cultural integration and intervention will be discussed using case examples. This course is distinguished from course 623 in that it focuses on team culture and forming collaborative relationships. Course 623 focuses more on individual diversity.

**633 Organizational and Financial Assessment (3 Credits)**

This course addresses assessment strategies (e.g. behavioral, organizational, ethical) used in organizational settings. This course emphasizes working with executives to help them develop wisdom as they learn from mistakes and grow in their roles. The legal and financial characteristics of companies will also be reviewed. This course will help learners understand the processes of advising, assessing and running companies, so as to facilitate financial success and sound decision-making. Competencies include understanding budgets, customer profitability analysis, management control systems and multinational considerations.

**642 Leadership Dynamics and Decision-making (3 Credits)**

The democratic and collaborative nature of Adlerian leadership is reviewed, along with a variety of other leadership styles such as transactional, transformational and servant leadership. These styles are discussed in terms of both positive and negative implications. Group projects help students to understand their leadership styles and relative influence within organizations. Movement and results related to decision-making and decision-making methods will be studied at individual, team and organization levels.

**643 Intervention, Change, & Transformation (3 Credits)**

This course differentiates change and transformation as dynamics; explores historical and phenomenological aspects of change and transformation; reviews major intervention strategies for change and transformation; and focuses on the practical applications of interventions at the individual, team and organization levels. The development of an effective action plan will be described, emphasizing team development, strategic planning and conflict resolution. Training based on an adult learning model is reviewed and applied as a “culture-changing” intervention. Adlerian principles and philosophy will be integrated into this course.

**650 Foundations of Personal & Professional Life Coaching (3 Credits)**

This course is designed to introduce students to one of the ten fastest growing professions in the field of support. What is life coaching? Why has it become such a popular means of support? Where does coaching fit in the fields of mental health and human development? Included in this course is an examination of the Principles of Adlerian Psychology as the foundation for life coaching. The coaching relationship is designed and customized to promote the personal and professional success of the client. Skills included in this course are managing fear (coach and client's), connecting

quickly and powerfully with clients, using metaphor and imagery to capture the present and create the future, identifying and anchoring a client's vision, using powerful questions, and anchoring learning through acknowledgement. The majority of class time will be spent demonstrating and practicing coaching techniques for students to use in their current work or in developing their own coaching practices.

**651 Designing the Coaching Relationship (3 Credits)**

This course focuses on the approach, structures, skills, and tools needed to design the coaching relationship. Students will explore what brings clients to coaching, who is ready for coaching, and how to create an effective and safe environment for coaching. Students will become familiar with key coaching skills, including conducting the discovery and design session, time management, forming agreements, creating trust and safety, utilizing several types of accountabilities, goal-setting and planning.

**652 Living on Purpose (3 Credits)**

This course is designed to provide students the techniques for helping clients to live more deliberately, with courage, clearer identity, and social interest. One of the ways this is accomplished is through clarifying and claiming responsibility for one's life purpose. The client becomes clear about who he/she is, and what he/she wants to contribute uniquely in relationships, family, work, community, and the world.

**659 Applied Coaching Experience "ACE" (Directed Study) (3 Credits)**

The focus is on field-based, experiential learning, with individual supervision of client sessions and a group-learning component. "ACE" provides students with an opportunity to design a coaching experience that is aligned with their interests and passions. Students gain valuable experience applying coaching skills over the telephone or in a client setting.

**660 Parent Coaching Foundations (3 Credits) (Prerequisite: successful completion of an undergraduate or graduate-level Developmental Psychology or Lifespan course)**

This course is an examination of parent coaching, its history, its theories, and its applications. Available research will be used to strengthen the course of study. Timely attention is paid to the distinction between parent coaching, personal and professional coaching, and therapy, with an emphasis on the benefits of parent coaching as a discreet field. The goal of parent coaching in light of the coaches' own life experience will be examined, as it pertains to his or her ideals in parenting. From there, professional applications will be formulated, with students applying their unique and thoughtfully prepared approaches. Students contribute to the class by preparing panel discussions and Special Projects on topics that enhance their learning experience.

**661 Applied Parent Coaching (3 Credits) (Prerequisite: successful completion of an undergraduate or graduate-level Developmental Psychology or Lifespan course)**

Introduces students to specific parenting methods and prepares students for the application of these methods with actual clients, differentiating between coaching and therapy. Parenting techniques are explored, with emphasis on Present Moment Parenting; The Nurtured Heart Approach and Adlerian parenting philosophy. Learn skills

for coaching blended families, grandparents raising grandchildren, adoptive families, foster care families, and families with children who have ADHD, attachment disorder, oppositional defiant disorder, depression, giftedness, and other conditions that can create family disruption. Students contribute to the class by preparing Special Projects on topics that enhance their learning experience.

**670 Clinical Supervisor Training Course** (3 Credits) (Prerequisite: All registrants must be fully licensed clinicians in practice for at least 3 years)

This course prepares fully licensed clinicians to meet the State of Minnesota course criteria for Approved Supervisor Status for the Minnesota Board of Behavioral Health and Therapy (LPC and LPCC) and Minnesota Board of Marriage and Family Therapy (LMFT). In addition, this course meets the criteria for the 30-hour supervision fundamentals course required for AAMFT Approved Supervisor status (the course has been formally approved by AAMFT). The course covers the major models of clinical supervision; developing the supervisor-supervisee relationship; structuring effective clinical supervision; interventions within supervisory modalities, culture, gender, ethnic, and socioeconomic variables; and ethical and legal issues in clinical supervision. Telephone and videoconferencing supervision is also considered, as these represent growing alternatives to *in vivo* clinical supervision. Clinicians must have been practicing for three years to register for this course.

*Minnesota Office of Higher Education Required (Registration) Disclosure Statement:*

*“Adler Graduate School is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.”*

## **IX. Board, Staff and Faculty Information**

### **Board of Directors**

Cynthia A. Bremer, JD	Attorney
Bob Bruers, BA	Retired from IDS / American Express
Katherine Flynn, MA, LADC, LPC	Psychotherapist
Virginia Froberg, MA	Teacher & Psychotherapist
Greg Hasper, BS	Midwest Sales Director, Malt-O-Meal
M. Joan Hasper, MA, LP, SAP	Psychologist
Leslie Laub, Ed S, MA, LP	Psychologist
Jennifer Rosemark, JD	Attorney
John Rosenberg, BS	Airline Captain & Instructor Pilot
John P. Ryan, MBA	Retired from IDS / American Express
Margie Tomsic, PhD	Dean, St. Paul College
C. Dwight Townes, MD	Physician, retired
Joseph Vital, MA	Forensic Mental Health Specialist

### **Administrative Staff**

Dennis Rislove, PhD	President
Daniel Haugen, PhD	Academic Vice President
Leslie Rohde	Business Operations Director
Evelyn Haas, BA	Admissions & Student Services Director
Jeanette Maynard Nelson, BA	Registrar & Financial Aid Director
Margie McGovern, BA	President's Assistant
Earl Heinrich, BA	Media Center Coordinator
Paul Kaiser, USMC, Ret.	Technology Associate
Raymond Li	Staff Accountant
Barbara Bedell	Administrative Assistant
Thomas Dorrel, AA	Building Maintenance

## Faculty

The Adler Graduate School's faculty members are qualified instructors who also serve as practicing clinicians or school counselors.

**Mona Gustafson Affinito, PhD, MA, LP; Emeritus Faculty Member**

PhD, MA, Boston University; BA, Connecticut College

**Trish Fitzgibbons Anderson, MA, LMFT, CFLE; Clinical Instructor**

MA, Adler Graduate School; BA, Grinnell College

**Craig Balfany, MPS; Clinical Instructor**

MPS, Pratt Institute; BA, University of Wisconsin-Superior

**Roger A. Ballou, PhD, MEd, LMFT, LPCC; Clinical Instructor**

PhD, Purdue University; M.Ed., College of William & Mary; BA, University of Maine

**Stacie Bigelow, MA**

MA, Adler Graduate School; BA, University of Minnesota

**Marina Bluvshstein, PhD, MA, LMFT, LPC; Clinical Instructor**

PhD, Capella University; MA, Adler Graduate School; BA, Moscow State University

**Michael Borowiak, MSW, LICSW**

MSW, Augsburg College; BS, St. John's University

**Susan Pye Brokaw, MA, LMFT, LICSW; Clinical Instructor**

MA, Azusa Pacific College; BA, University of Minnesota-Duluth

**Mary Cayan, MSW**

MSW University of Wisconsin-Madison; BS, University of Wisconsin-White Water

**Richard Close, DMin, MDiv, LICSW, LMFT; Clinical Instructor**

DMin, Luther Seminary; MDiv, United Theological Sem.; BA, Lebanon Valley College

**Carmen J. Croonquist, MS**

MS, University of Wisconsin-Superior; BS, Minnesota State University-Moorhead

**Marc Davis, MA, LMFT, PsyD candidate**

PsyD Candidate, Adler School of Professional Psychology-Chicago;  
MA, Adler Graduate School; BA, University of California-Los Angeles

**Cynthia Feigal, MEd, Licensed School Psychologist**

MEd, University of Wisconsin; BA, Metropolitan State University

**Gladys Folkers, MA**

MA, Adler Graduate School; BS, Culver-Stockton College

**Karyl Frye, PhD, MA, LMFT, LPC**

PhD, Capella University; MA, MBA, St. Thomas University; MS, BS, Mankato State U.

**Jana Goodermont, MA, LMFT; Didactic Instructor**

MA, Adler Graduate School; BS, Winona State University

**Kutner (Kitt) Guerrier, MS, School Guidance Counselor**

MS, Palm Beach Atlantic College; BS, Indiana Wesleyan University

**Pamela B. Harris, PhD, MA, LICSW**

PhD, Walden University; MA, St. Mary's College; BA, University of Minnesota

**Daniel Haugen, PhD, MSSW**

PhD, University of Minnesota; MSSW, University of Wisconsin-Madison;  
BA, University of Wisconsin-Eau Claire

**Chad A. Hayenga, MA, LMFT**

MA, Adler Graduate School

**Catherine Hedberg, MA, LP; Clinical Instructor**

MA, Adler Graduate School; BS, University of Minnesota

**Christopher G. Helgestad, MA, Licensed School Counselor**

MA, BA, University of Minnesota

**Portia A. Heller, MA**

MA, BA, Purdue University

**Paula Hemming, MA, PCC**

MA, Adler Graduate School; BA, Gustavus Adolphus College

**Ruth E. Katz, MEd, MA, LP; Didactic Instructor**

MEd, University of St. Thomas;  
MA, Adler School of Professional Psychology (Chicago); BA, Knox College

**Jackie (Hee Sun) Kim, PhD, MA, ATR, ATCB**

PhD, Union Institute; MA, University of Wisconsin-Superior;  
BA, Dong Guk University, Seoul, South Korea

**André M. Koen, MA**

MA, University of St. Thomas; BS, National American University

**Herbert H. Laube, PhD, MDiv, LMFT; Clinical Instructor**  
PhD, University of Minnesota; MDiv, United Theological Seminary;  
BA, Wartburg College

**R. Jeff Lupient, MDiv**  
MDiv, United Theological Seminary; BA, Concordia College

**Beverly A. Lutz, MBA, MCC, CPCC**  
MBA, University of St. Thomas; BA, Hamline University

**Lisa K. Mastain, PhD, MA**  
PhD, Saybrook Graduate School; MA, St. Mary's University;  
BS, St. Cloud State University

**Dianne Meixner, MA, LMFT, LICSW, ATR**  
MA, Vermont College of Norwich University; BA, University of Minnesota

**Michael J. Miller, PsyD, MA, LP**  
PsyD, Argosy University; MA, Adler Graduate School; BA, St. Olaf College

**Harold Mosak, PhD, LP; Emeritus Faculty Member**  
PhD, AB, University of Chicago

**Sylvia H. Olney, MA, LAMFT**  
MA, University of Minnesota; MA, Adler Graduate School; BA, University of Minnesota

**Paul Orieny, MA, LMFT, PhD candidate**  
PhD candidate, University of Minnesota; MA, Adler Graduate School;  
BED, Kenyatta University, Kenya

**Leftheris Papageorgiou, MA, LMFT, LICSW; Didactic Instructor**  
MA, Adler School of Professional Psychology (Chicago);  
BS, Iowa State University-Ames

**Douglas G. Pelcak, MA, Licensed School Counselor**  
MA, BS, University of Minnesota; BA, Bucknell University

**Miriam Pew, MSW, LMFT, LICSW; Didactic Instructor**  
MSW, BA, University of Minnesota

**William J. Premo, PhD, MA**  
PhD, Walden University; MA, Adler Graduate School; BA, Cardinal Strich College

**Erin Rafferty, MA, LPC, ATR-BC**  
MA, School of the Art Institute of Chicago

**John Reardon, MA**

MA, Adler School of Professional Psychology-Chicago; MA, University of Minnesota;  
BS, Wisconsin State University

**Neil Ross, MA**

MA, Adler Graduate School; MA, University of Massachusetts; BA, Dickenson College

**Michelle Saari, MA, PhD candidate**

MA, Adler Graduate School; BA, College of St. Catherine

**Janet Schmiel, MS, Licensed School Counselor**

MS, University of Wisconsin-Stout; BS, University of Wisconsin-Madison

**Catherine M. Simonson, MA**

MA, Adler Graduate School; BA, College of St. Benedict

**Jill Sisk, PhD, MA**

PhD, Capella University; MA, Adler Graduate School; BA, Jamestown College-ND

**Holly Smart, MA, LP, ATR**

MA, University of Louisville; BS, Miami University of Ohio

**Christopher K. Strand, MBA, CPA**

MBA, Metropolitan State University; BS, Southwest Missouri State University

**Jerome Truer, MA, LICSW; Clinical Instructor**

MA, Adler Graduate School; BA, Augsburg College

**Robert G. Willhite, MSW; Emeritus Faculty Member**

MSW, University of Nebraska; BA, Simpson College

**Amy Wojciechowski, MA, Licensed School Counselor**

MA, University of Wisconsin-River Falls

**Thomas Wright, MTh, LMFT; Didactic Instructor**

MTh, Southern Methodist University; BA, Hamline University

**Daniel Zenga, MEd, EdD, LP; Clinical Instructor**

EdD, University of South Dakota; MEd, Boston College; BA, Stonehill College