“We need a new orientation in a scene which has drastically changed,
a new concept

A scene in which the universe is emerging.” Rudolf Dreikurs, our founder
Adler University is in the process of becoming. Becoming more clear, vibrant, and powerful in its work. More innovative in implementing and measuring its impact. More grounded than ever in its legacy and the principles of Alfred Adler. More itself: the leading academic institution advancing socially responsible practice, healthy communities, and a more just society.
Patrick O’Neill, Ph.D., Director of Adler’s M.A. in Organizational Psychology program in Vancouver, is among the faculty working with students on groundbreaking projects and research with real impact. Read more, page 22.
1. (literally) “community engagement” or “social interest,” this Adlerian term is used to describe one’s connectedness and interest in the well-being of others that enhances or pre-conditions psychological health.

2. The revolutionary notion that Alfred Adler proposed in turn-of-the-century Vienna that drives the ground-breaking and far-reaching curricula and commitment to community engagement at Adler University.

FEATURES

Becoming Adler University
Students, alumni, faculty, staff, and trustees embarked last fall in planning for Adler University’s impact over the next five years. The result is a new strategic plan—and a distinct vision for Adler University in 2020.

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Launching a Global Campus
A conversation with Greta Ferkel, online education leader and the Executive Dean of Adler’s online Global Campus to launch in 2015-2016.

PAGE 18

Leading Inquiry with Impact
Faculty and students are creating new knowledge, interventions, and measurement toward supporting stronger communities, environments, and populations. The result: groundbreaking projects and research with real impact.

PAGE 22

Transforming through Activism
An activist-informed therapist, Vikki Reynolds, M.A. ’99, Ph.D., RCC, discusses how therapists and communities transform social contexts—and themselves.

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DEPARTMENTS

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Our changing world continues to call out for Alfred Adler’s orientation. Adler University is evolving to provide it.
FROM THE PRESIDENT

Raymond E. Crossman, Ph.D.
President
Adler University

student success, high standards, and continuous quality improvement. Through hard, smart work, and through staying focused on our mission, we’ve surpassed enrollment expectations. We have accomplished all this and much more over the last five years as the result of our most recent Strategic Plan. Through it, we have expanded and aligned education and community engagement with social responsibility while augmenting global involvement and impact. We are more focused than ever on our mission. And this mission focus is our greatest strength moving forward as Adler University.

As a university community this academic year, we devoted nearly six months to developing our new Strategic Plan—a vision of Adler University in 2020 that we share with you through this issue of Gemeinschaftsgefühl. This plan reinforces our commitment to our Adlerian legacy. Our goals are intended to attain our mission of graduating socially responsible practitioners, engaging communities, and advancing social justice—and move us to our vision: the leading academic institution advancing socially responsible practice, healthy communities, and a more just society.

Our plan is the outcome of countless formal and informal discussions among our faculty, students, staff, trustees, alumni, and community and philanthropic partners. What I found most remarkable throughout all these discussions was everyone’s underlying sense of optimism, courage, and pride about the future of Adler University.

And so, Dreikurs’ words stay with me. Our changing world continues to call out for Alfred Adler’s orientation. Adler University is evolving to provide it.

I love this quote, these words that Rudolf Dreikurs penned in his 1971 Social Equality: The Challenge of Today. I like to think he actually had them in mind 20 years earlier, when he founded our institution, along with his colleagues and the other great practitioners of Alfred Adler’s work at the time—Dr. Harold Mosak, Dr. Bernard Shulman, and others. They saw the world calling out for a new orientation, the approaches that Alfred Adler pioneered. They founded our institution to provide that orientation, and they prepared practitioners who can apply Adler’s work, uplift human ability, and create positive social well-being.

Obviously, since then, our world has grown. Its problems have grown. So too has the need to uplift, to make society stronger, to address the challenges that dog our communities. As an institution of higher education, it is critical for us to anticipate and understand how we can prepare practitioners to address these needs. It’s just as crucial to plan for how we’ll continue to do our important work into the future.

Through careful planning and execution, our Adler community successfully achieves what we set out to do. We’ve developed a strong financial position. We’ve operationalized plans to focus on excellence in

“WE NEED A NEW ORIENTATION in a scene which has drastically changed, a scene in which a new concept of the universe is emerging.”

Raymond E. Crossman, Ph.D.
President
Adler University
On January 5, we became Adler University—a name change to reflect the breadth and depth of our degree programs today. To better reflect our student and faculty work today. And to better support our vision as the leading academic institution advancing socially responsible practice, healthy communities, and a more just society.
Reaching our full potential as Adler University—an institution grounded in the principles of Alfred Adler and committed to excellence in the preparation of socially responsible practitioners—goes far beyond a name change.

So we embarked last fall on developing a new five-year strategic plan defining what Adler University and its impact will be through the year 2020. A team of students, alumni, faculty, staff, administration, and trustees solicited input from across our campuses and from external partner communities. Together, they identified strategies and goals for our institution’s next five years.

The result is a 2015-2020 strategic plan approved by Adler’s Board of Trustees on February 12. A plan reflecting our communities’ input. A plan that will involve everyone: students, faculty, staff, alumni, community partners, philanthropists, business and civic leaders, and many more.

Everyone’s involvement leads to a distinct vision for Adler University in 2020—built on the shared understanding that advancing Alfred Adler’s vision will require an ever-growing presence in higher education and in communities.

Through our 2015-2020 Strategic Plan, Adler University will:

- Become even more clear, vibrant, and powerful in its work to advance a more just society—through fidelity to our legacy and to the vision and principles of Alfred Adler.
- Offer baccalaureate, master’s, and doctoral-level education in a range of practice-oriented disciplines with academic programs designed to advance community health and social justice.
- Be recognized for leadership in socially responsible practice, innovation in measuring mission and impact, and breaking ground in online pedagogy.
- Offer a degree or certificate program within a marginalized community in a radical new format.
- Have completed our first comprehensive fundraising campaign and will enter our second campaign, ensuring long-term sustainability, engagement, and excellence in higher education.
Four key strategies from 2010 to today—and a transformation

Our most recent Strategic Plan has led to transformational change over the last five years. Here’s a look.

<table>
<thead>
<tr>
<th></th>
<th>2009 (before the plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>880</td>
</tr>
<tr>
<td>Faculty and Staff</td>
<td>113</td>
</tr>
<tr>
<td>Student: Faculty Ratio</td>
<td>16:1</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>10</td>
</tr>
</tbody>
</table>

| Campus Facilities | Dated office building facilities |

Highlights of our 2010-2015 Strategic Accomplishments

**KEY STRATEGY 1:**
Expand and align education and community engagement with SOCIAL RESPONSIBILITY

- New academic programs integrating socially responsible practice in psychology and counseling specialties, criminology, emergency management leadership, and public policy
- New offerings that included five online or blended degree programs, and Canada's first scholar/practitioner-based doctorate of psychology in clinical psychology program
- "The Socially Responsible Practice (SRP) Project," a yearlong project and white paper articulating and strengthening our collective understanding of SRP

**KEY STRATEGY 2:**
Advance EXCELLENCE in education and community engagement

- Curriculum and outcomes improvement in every program
- Highest-ever student satisfaction and employee satisfaction as measured by Noel-Levitz and workforce surveys
- Outcomes reported for student persistence/completion and alumni employment exceeding our graduate and professional peers
- Annual delivery of additional metric-driven outcomes for institutional advancement, workforce development, diversity, education technology, student affairs, communications/marketing/recruitment, and academic affairs
TODAY

1,257
218
12:1
22

Chicago: New campus more than doubled in size
Vancouver: More than double in size, with plans to build out and open new modern campus in spring 2017

KEY STRATEGY 3:
Expand GLOBAL impact and involvement

- New interactions, influence, and learning synergies across our campuses, including cross-campus faculty collaboration in new program development and governance
- In last year alone, faculty and students studied and took part in community engagement experiences in nine countries—Morocco, Italy, Uganda, Costa Rica, El Salvador, Bhutan, India, Dominican Republic, and Romania—compared to two in 2009

KEY STRATEGY 4:
Ensure FISCAL SUSTAINABILITY and diversify revenue sources

- More than $1.5 million raised in FY2014, compared with $83,000 in 2009
- First awards from major foundations including the Robert Wood Johnson, Kellogg, and Kresge foundations, Woods Fund Chicago, and the Chicago Community Trust
- Employee giving that more than quadrupled
- Institution’s first true endowment established
- Near completion of $1 million goal for the Harold & Birdie Mosak Library

Read our Strategic Plan and learn about each of our goals for the next five years at adler.edu/strategicplan.
Moving forward: The 2015-2020 plan

Our new plan establishes four key strategies addressing the strengths, weaknesses, opportunities, and threats identified through our communities and research—toward achieving our vision.

**KEY STRATEGY 1:**
**Advance SOCIALLY RESPONSIBLE PRACTICE in the University’s activity and reach**

Preserving and advancing our most important asset: our Adlerian heritage

**KEY STRATEGY 2:**
**Diversify the UNIVERSITY’s academic offerings in socially responsible practice**

Broadening and deepening our academic programs to fully become an Adlerian university

Evaluating our present and future

To get to our new plan, students, faculty, staff, alumni, community partners, and trustees contributed thousands of hours in discussions, input sessions, and surveys from September through February. Part of the process involved identifying strengths, weaknesses, opportunities, and threats, which shaped development of our new Strategic Plan.

**Strengths**

- Our mission and Adlerian heritage of social responsibility—our primary strength
- Distinctive and relevant programs, such as in military psychology
- Positive student experiences; high student persistence, completion, and employment levels; and graduates who are valued in the workplace for their broad perspectives
- Continued financial stability
- Institutes and Centers that help the University and students deepen their involvement in community advocacy and social issues
KEY STRATEGY 3: Create EXCELLENCE and innovation in education and community engagement

Defining, advancing, and measuring excellence in student success, enrollment, and quality improvement

KEY STRATEGY 4: Ensure FISCAL SUSTAINABILITY and diversify revenue sources

Ensuring long-term sustainability, stakeholder engagement, and excellence in higher education

Weaknesses
- Traditional reliance on student tuition for most institutional expenses
- Cost of education and affordability
- Limited resources
- Visibility and recognition of the Adler University brand
- Lack of a robust career center, counseling, and expanded library services

Opportunities
- More program offerings based on Adlerian principles beyond mental health
- Expanded research and scholarship for faculty and students, especially in applied and community-action research
- Stronger measurement of student outcomes and program impacts
- Greater visibility, influence, and alumni engagement

Threats
- Pace of social, economic, and demographic trends
- Keeping up with technology
- Competition in the marketplace for student enrollments, and talented faculty and staff
- Challenges in attracting more nontraditional students

Read our Strategic Plan and learn about each of our goals for the next five years at adler.edu/strategicplan.
Our 2015-2020 goals

Our 2015-2020 Strategic Plan defines our year-by-year goals within each key strategy. They reflect:

• Our commitment to Alfred Adler’s principles
• Responsiveness to social and economic conditions
• Emergence of shifting student needs in higher education
• Dedication to excellence
• New academic programs that further socially responsible practice

Among our goals and what we plan to accomplish over the next five years:

• Create a Center for Adlerian Practice and Scholarship
• Establish an innovation incubator for faculty projects that advance socially responsible practice
• Launch a Global Campus for online degree programs, to offer baccalaureate completion as well as master’s and doctoral programs
• Target scholarships and education opportunities for community partners
• Launch additional degree programs in Chicago and Vancouver focused on socially responsible practice in disciplines beyond mental health, such as public health, international studies, and leadership
• Expand student career services
• Secure permanent ownership of our Chicago Campus and invest in a new Vancouver Campus
• Launch to the public and complete our first-ever comprehensive fundraising campaign: the Adler Campaign for Social Justice
• Create Endowed Chairs among our faculty
• Enhance our operational excellence in global learning, community engagement, academic affairs, student services, IT, educational technology, development, communications and marketing, human resources and workforce development, and diversity
• Establish new metrics to measure mission effectiveness, quantify outcomes, measure community impact, and raise awareness of our impact and reputation
• Host an international conference on socially responsible practice
• Develop a community-based learning experience or program within a marginalized community without traditional access to higher education

Read our Strategic Plan and learn about each of our goals for the next five years at adler.edu/strategicplan.
Taking action toward our goals

Research, planning, and stewardship have enabled us to begin moving toward strategic goals in the next year and beyond, including:

- The launch of our online Global Campus—Adler University’s third campus
- Widely educating our University community on the future for online learning, nontraditional students, and higher education in general
- A new center for Adlerian scholarship and practice
- A new, modern campus facility in Vancouver

2015-2016 GOAL: Establish our Global Campus with six academic programs

Launching Adler’s third campus: Our online Global Campus

In 2015-2016, Adler University will become a three-campus university as it expands its socially responsible practice model to a new Global Campus—bringing together its online programs under one virtual campus for students beyond the geographic boundaries of our Chicago and Vancouver campuses.

Greta Ferkel has been named as Executive Dean (see story, page 18) for the Global Campus, which will encompass all of Adler’s online degree programs: in Criminology, Emergency Management Leadership, Industrial and Organizational Psychology, Psychology: Specialization in Military Psychology, and Nonprofit Management. A new Master of Arts in Media and Communications for Social Change is also planned.

Through the Global Campus, all teaching, learning, assessment, interaction, and student support will take place online—on flexible schedules that enable working professionals, other nontraditional students, and students anywhere in the world to complete courses.

“Excellence and socially responsible practice are hallmarks of Adler’s online academic degree programs—and through them, we can advance Adler University’s mission globally through the Global Campus,” Ferkel says.

As the University identifies in its 2015-2020 Strategic Plan: “Students must learn to thrive in a more connected world. The development of global and online programs, along with the
During the five-month process to develop our 2015-2020 strategic plan, our campus communities came together to examine trends and the new postsecondary landscape in which we will develop our University.

Cathy Sandeen, Ph.D., a nationally recognized leader in higher education attainment and innovation, led discussion on fundamental economic, technological, and demographic drivers affecting change in higher education; the growing importance of “big data” and predictive analytics; changes to the teaching and learning process and alternative credentials; and pedagogical, organizational, and business model innovations that have emerged in response.

Among them:

- **Today’s student populations** encompass older students, working students, students with family obligations, veterans, students with learning and other disabilities, and students with different learning styles, different levels of preparation, and different goals.
- **Consumerism and economic pressures** have increased the level of accountability expected of higher education, demanding outcomes for student learning, completion, and employment. Affordability remains a concern.
- **Interactions in online environments** have fueled a new area of innovation with tremendous promise in helping institutions meet degree attainment goals.
- **Competency-based education**—focused on demonstrated knowledge—offers the flexibility desired by many students who work while attending school or choose to progress quickly in order to save time and resources.

Adler’s 2015-2020 Strategic Plan discusses these trends and more as they relate to our direction over the next five years.

Recruitment of greater numbers of international students to institutions of higher education, have increased the multicultural potential of classrooms and student experiences. Adler’s Global Campus positions the institution well to further enhance both its global reach and the thoughtful integration of cultural diversity into programs and services.”

Undergraduate education is essential to realizing a university identity. Most experts expect the future of higher education to be increasingly virtual. Thus, Adler University plans to launch its first baccalaureate program through the Global Campus in 2016-2017. Subsequent undergraduate offerings also will be offered online.

Learn more about the Global Campus at **adler.edu**.

**2015-2016 GOAL.** Continue education for the university community about online learning, nontraditional students, and emerging trends in higher education

**Innovating and thriving in the new landscape**

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Adler’s 2015-2020 Strategic Plan discusses these trends and more as they relate to our direction over the next five years.
Adler to build out, move to new campus in Vancouver’s higher ed hub in spring 2017

Adler has announced plans to build out and move to a new campus in the heart of Vancouver’s higher education hub—to provide a more technologically integrated, student-centered learning environment with enhanced academic, social, and work spaces for our growing University community.

“Our students, faculty, staff, and alumni will benefit from the University moving into a campus that will dramatically raise Adler’s visibility in Vancouver,” says Larry Axelrod, Ph.D., Dean of the Vancouver Campus. “We’re excited about the ways in which that will happen, and help us even further connect and build on our impact as a University community.”

Adler’s Board of Trustees approved the move last fall to enhance the student experience; foster community...
What’s next?

Find the Adler University 2015-2020 Strategic Plan at adler.edu/strategicplan.

Learn more about all of our goals over the next five years. See how they involve and benefit you—as alumni, students, faculty, community and philanthropic partners, and academic and policy colleagues.

Ask questions. Share thoughts. Get involved as, together, we become Adler University.

Read our Strategic Plan and learn about each of our goals for the next five years at adler.edu/strategicplan.
This spring, Greta Ferkel joined Adler University as Executive Dean of the Global Campus. A member of the University’s leadership team, Ferkel holds more than 20 years of experience leading online education program development, management, assessment, and student support.

**QUESTION:** What exactly is the Global Campus?

The Global Campus will bring together all of Adler University’s growing online programs. Just as we provide distinctive educational experiences for students at our Chicago and Vancouver campuses, we’ll do so for online students through the Global Campus. Teaching, learning, assessment, interaction with faculty and other students, academic and student support—all of it takes place online. This requires sophisticated systems, technology, specially trained faculty and staff, specific types of student support, and much more that our dedicated Global Campus will provide.

When it launches, our Global Campus will house Adler’s current master of arts programs in Criminology, Emergency Management Leadership, Industrial and Organizational Psychology, Psychology: Specialization in Military Psychology, and Nonprofit Management. We also plan to introduce a new Master of Arts in Media and Communications for Social Change.

The Global Campus will be unique. It’s part of an institution with an extraordinary legacy, one that’s making sure that both high quality and socially responsible practice are deeply embedded in our online academic degree programs. It’s another way that we will advance Adler University’s mission and graduate socially responsible practitioners beyond physical and geographic boundaries.

**QUESTION:** Why is Adler University creating it?

The Global Campus will really position Adler to enhance global reach. It gives us flexibility as a university to innovate as we meet student needs, and provide a rich set of online offerings for a wider student body.

First-time full-time college students are now the minority in the United States. In Canada, the proportion of older part-time students is growing. Today’s students are very ethnically and racially diverse. They include older students, working adults, and veterans. They’re students with family obligations, learning disabilities and other special needs, different learning styles, different levels of preparation, and different goals. They come to higher education with challenges that affect their ability to finish their degrees, and they often attend part-time.

All of these students are considered non-traditional students—and online education is an ideal fit for them. Creating a Global Campus to more directly serve their educational needs aligns with Adler’s legacy of addressing the needs of nontraditional and marginalized communities. We can provide more access for those who want an education but lack the time, money, or location to participate in a traditional on-campus experience.

And once again, in doing this, in providing more access for more students through online programs, we’re able expand the footprint of Adlerian thought and influence.

**QUESTION:** How do you maintain a personalized educational experience for students through online learning?

The instantaneous availability of data opens up a world of possibilities for personalized online education—with a variety of delivery methods, and the ability for self-directed or self-paced learning.

For example, if an instructor sees that a student has watched an interactive video—maybe multiple times—but isn’t assessing well on that subject matter, it might be an indicator that the student needs additional or alternative exposure to the concept and subject matter. The instructor can direct the student to alternative materials, or engage in conversation to see if the student responds better to other approaches.

Conversely, if the instructor sees that the student didn’t even watch the video but is assessing fine on the subject matter, then that student can move ahead in the coursework at their own pace of learning. In both cases, the instructor’s access to data provides additional information on the individual student’s needs.

This data can also be aggregated and analyzed for continuous improvement in our design and delivery of education. We can more easily assess a student’s engagement with course materials vis-à-vis that student’s outcomes and satisfaction ratings.
QUESTION: How will the Global Campus work with the Chicago and Vancouver campuses, and with alumni?

I look at the Global Campus as an incubator for applying new technology to learning experiences. It will provide new tools to our physical campuses. For example, we can create online courses for programs offered in Chicago and Vancouver, so students for whom it’s difficult to travel downtown can do some of their program from home. Or we might develop modules that can be implemented in existing programs to create more blended learning opportunities. I think we could also work in collaboration to develop new programs that go across the three campuses.

Beyond that, I see more opportunities for engagement with alumni and other professionals in the field. There are some well-established means like blogging and Twitter, but also through emerging trends, like gamification. For example, we could create badges for people who participate in a number of events that demonstrate different aspects of their level of understanding and experience with social justice issues.

QUESTION: What do you bring to your role at Adler?

I have always loved education. In my undergraduate years, I read The Chronicle of Higher Education cover-to-cover. It was also a time when I became a big fan of Howard Gardner’s theories on multiple intelligence, which I carried into my first career as a music teacher. I was always in search of the method that would work with a specific student. I never tired of iterating and refining pedagogy to help students have that “aha” learning moment.

I am a self-taught computer programmer and began my second career in designing online learning software, and that led to implementation of online curriculums and courses. I worked for 15 years with an early organizational leader in online program development, and later with a national system of colleges with significant online offerings. I served in a range of strategic and operational roles including vice president of academic services and vice president of EdVantage, a proprietary system for student support services.

I’m excited now to bring all of these experiences here, to have an impact that’s really in the spirit of Alfred Adler—creating socially responsible practitioners who can be anywhere in the world, changing lives and communities. Who doesn’t want to wake up in the morning and do that?
NEW ACADEMIC PROGRAMS
Adler University is poised to offer two new programs in 2015-2016: a Master of Arts in Media and Communications for Social Change through its online Global Campus, and a Doctorate in Counselor Education and Supervision in Chicago. Learn more at adler.edu.

Outstanding counseling program
The Counselor Education and Counseling Department in Chicago this winter received the Illinois Counseling Association’s annual Leo G. Bent Outstanding Professional Counseling Award, for an outstanding professional counseling program that demonstrates evidence of commitment and exemplary practices.

Fossil Fuel Divestment
Adler University has divested fossil fuels from its investment portfolio in concert with its institutional mission and investment policy supporting socially responsible practice. The University is one of only 30 higher education institutions to divest from fossil fuels, according to 350.org, which tracks activity on climate-focused campaigns.

For more University news, visit adler.edu/news.
The Cook County (Illinois) Sheriff’s Office and Adler University are piloting a new program to provide mental health services for nonviolent offenders who enter the county’s court and corrections system—but will benefit from treatment in lieu of incarceration. Clients must be approved to participate in the voluntary diversion program, which provides individual or group therapy and connects clients to resources in their home communities.

President’s Higher Education Community Honor Roll
Adler University was named to the 2014 President’s Higher Education Community Honor Roll, a recognition of institutions whose community service efforts achieve meaningful outcomes in their communities. This distinction is the highest recognition an institution can receive from the United States government for community service, service learning, and civic engagement.

CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION
Adler University has been awarded the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching. Adler is one of only 361 institutions that now hold the esteemed classification, which recognizes institutions with excellent alignment among campus mission, culture, leadership, resources, and practices of exemplary community engagement.
leading inquiry with IMPACT

Our faculty and students are creating new knowledge, interventions, and measurement toward supporting healthier, stronger communities, environments, and populations. The result: groundbreaking projects and research with real impact.

FEATURE

Rethinking models to empower at-risk youth, veterans, and other underserved populations

Investigating efforts to reduce harm among drug users

Developing innovative tools to measure corporate responsibility
ONE MAN HAS SAVED EIGHT PEOPLE from heroin overdose in the past year. Another teaches HIV prevention to any drug user who’ll listen. Others distribute clean syringes to friends and acquaintances.

All came to Chicago Recovery Alliance (CRA), an organization that provides sterile injection equipment, HIV testing, condoms, overdose-prevention medication, and other resources to reduce harm among intravenous drug users. Many of them talk about loss that motivates them to look out for others—a prosocial behavior Adler’s Geoff Bathje, Ph.D., Associate Professor of Counseling, and his student researchers are working to better understand.

“The ideology of addiction in our culture is that substance users are criminals, which leads to a range of punitive and neglectful responses,” Bathje says. “We’re interested in challenging that narrative by focusing on the way people with substance addictions also help each other to prevent overdose and avoid communicable diseases and infections.”

Funded by an American Psychological Foundation grant, the Adler team is conducting qualitative interviews to investigate the factors and relationships that drive individuals within this marginalized group to help each other. On average, a CRA visitor picks up supplies for two additional people, a behavior known as diffusion of benefits.

“The communities we interview believe in the harm-reduction approach,” says Daniel Pillersdorf, a second-year student in Adler’s M.A. in Counseling: Specialization in Clinical Mental Health Counseling program. “It is encouraging to witness these individuals go out of their way to think of others and consider the safety of the people with whom they associate.”

Understanding who benefits from harm-reduction services—both those who visit in person and those helped by others—has critical implications for organizations such as Chicago Recovery Alliance.

“As HIV and hepatitis rates drop in the areas in which these organizations work, funding is seen as less necessary,” Bathje says. For example, he says, the Chicago Recovery Alliance has reported a 54% decrease in funding as new data shows decreased HIV rates. “By highlighting diffusion of benefits, we can better describe the full scope of their programs and advocate for funding.”
ACCORDING TO THE NATIONAL BUSINESS GROUP ON HEALTH, stress outranks physical inactivity and obesity as the top risk to America’s workforce. As companies seek new ways to help employees cope, an Adler team has led research on an innovative stress-reduction program spearheaded by one of the nation’s leading health insurers.

Created in partnership with Health Care Service Corporation (HCSC) and the University of Massachusetts Medical School, the program brings the benefits of Mindfulness-Based Stress Reduction (MBSR), a form of mental training that combines meditation and yoga, to a broader population. Typically taught over eight weeks and running $500 per person, the standard MBSR curriculum is highly effective—but too time-intensive and costly for most people.

“We set out to see if a smaller dose could have a beneficial effect,” says Tony Sorgi, a member of HCSC’s mobile solutions team and student in Adler’s Doctor of Psychology in Clinical Psychology program in Chicago. An MBSR practitioner himself, Sorgi helped HCSC design two web-based pilot modules consisting of a short mindful breathing exercise and body scan.

Working with Adler’s Peter Ji, Ph.D., Assistant Professor, Clinical Psychology, Sorgi recruited more than 200 HCSC employees to test the program’s effectiveness in a randomized controlled trial. Participants in the intervention group were asked to listen to one of two exercises at least once a day for eight weeks. The result: significant reductions in perceived stress and an increase in overall mindfulness.

The exercises are now part of an HCSC mobile app called Centered, free to anyone seeking to better manage stress. "Stress in the workplace is a reality, but somewhat ignored, underplayed, and accepted,” Ji says. Yet, with a simple mindfulness practice, he says, “stress doesn’t have to be inevitable.”
FLANKED BY U.S. CELLULAR FIELD on one side and Wentworth Gardens, a low-income housing development, on the other, students at Chicago’s Air Force Academy High School noticed some common themes when asked to draw their surroundings: few people walking around, and even fewer grocery stores.

“We don’t see a sense of community,” one student noted. “This is a food desert,” another said.

Such observations kicked off the first session of The Unanticipated Voice, a civic engagement program piloted in Chicago’s Bronzeville neighborhood by Adler’s Institute on Social Exclusion (ISE). Teaching advocacy through a unique model that blend the arts and adult-youth mentoring, the project prepares teens to be leaders and think deeply about how to build healthier communities.

“We’re educating young people so they’re aware of how decisions are made and how they can interact with decision-makers,” says Tiffany McDowell, Ph.D., ISE Co-Executive Director.

Through the visual arts and documentary filmmaking, Adler students guide Air Force Academy students in identifying a local issue and partnering with community advocates to develop policy recommendations and engage others in grassroots campaigning.

“Art is an effective way to teach civic engagement to young people because it fosters discussion and gives light to others’ perspectives,” says Marlaina Jaques, a student in Adler’s M.A. in Counseling: Art Therapy program. Such techniques, she adds, “bring an awareness to collective experiences in order to further help youth within a community to universally relate to one another.”

The curriculum aims to promote systemic change through the types of participatory media that young people use to engage with the world.

“We want to help them to be able to shape this media to communicate with others about social justice,” McDowell says. “We hope that’s something that can be replicated in other areas and schools.”
CORPORATE SOCIAL RESPONSIBILITY. Business strategists talk about it. Companies boast about it. But what does it really mean? And how can we measure it?

Students in Adler’s M.A. in Organizational Psychology program in Vancouver are tackling these questions by transforming corporate social responsibility (CSR) into a valid and reliable psychometric measure that organizations can use to gauge where they stand—and to improve their social impact.

“Business leaders have a mindset that says what gets measured matters,” says Program Director Patrick O’Neill, Ph.D., who oversaw the instrument validation assignment for students of his psychological assessment course. “If we really believe that things like protecting the environment and contributing to social causes have value and we’re willing to invest in them, then we should measure them like we measure the liquidity and equity in a company.”

For their class assignment, O’Neill’s students collaborated on a literature review and focus group to define CSR as “organizational practices that combine economic success with the conservation of the natural environment and an equitable distribution of social resources.” In short: “people, planet, and profit.”

They then designed a pilot instrument and surveyed more than 100 employees about their companies’ practices. Out of 53 items examined, one dimension emerged as the biggest driver of socially responsible behavior.

“Our preliminary work has shown that the most important aspect of CSR is having a culture of being socially responsible,” says second-year student Gillian Harper. “It is likely that these values of being socially responsible and caring for the community drive many other aspects of CSR, like environmental sustainability.”

The finding sheds new light on CSR, suggesting it can be measured more simply than previous research indicates. It suggests, O’Neill says, that employee perceptions of CSR can be measured accurately and reliably by a 24-item measure, and linked to bottom-line outcomes that also matter to business leaders. The Vancouver-based team hopes to build on its classroom work, eventually to develop a powerful tool for leaders to make socially responsible practices a priority.
THE DATA IS STILL BEING ANALYZED, but the trends are overwhelmingly positive: Students have returned to school after prolonged absences, exited gangs, and gone on to college. Veterans have pursued new careers and discovered a new sense of purpose.

Bringing together combat veterans and youth from some of Chicago’s most dangerous neighborhoods, this groundbreaking intervention is making a real difference for those grappling with the fallout of violence.

“The basis of our project is that there’s a shared experience with violence and trauma among young people and veterans,” says Michael Vincent Lombardi, a student in Adler’s Doctor of Psychology in Clinical Psychology (Psy.D.) program in Chicago and a lead researcher on the team studying program outcomes.

Designed to reduce post-traumatic stress symptomatology, increase coping skills, and improve quality of life, the 16-week curriculum trains veterans to teach topics such as identity and brotherhood while fostering positive social connection.

“Many times these youth are surrounded by systems that have failed them, so they don’t feel safe around authority figures,” says Grady Osten-Garner, Jr., Ph.D., head of the Clinical Military Psychology track of the Psy.D. program.

Paired with veterans who grew up in their neighborhoods, the teens “learned to trust these guys.” For mentors, the program is an opportunity to discover a renewed sense of community and focus.

“It helps them to make meaning out of their own service, being able to use the tools they’ve learned and have been trained in,” says Lombardi, a veteran himself. “Often times when folks come home, they feel sort of out of place and don’t have that sense of belonging that comes with military life. … This gives them a way to feel connected again.”

Students and Scholarships

2015 Newman Civic Fellow: Sarah Moses

Sarah Moses, a student of Adler’s Doctor of Psychology in Clinical Psychology (Psy.D.) program in Chicago, has been named a Campus Compact 2015 Newman Civic Fellow. She is among 201 student leaders from 36 states and Washington, DC, honored for commitment to creating lasting change in communities throughout the country through service, research, and advocacy. Moses is honored for work including service with the Brandon Marshall Foundation, and advocacy with the Tamms Year Ten campaign against long-term solitary confinement of incarcerated men.

Manghi Scholarship recipients: Amanda McCune, M.A., and Sasha Hileman, M.A., LPC

Amanda McCune, M.A., and Sasha Hileman, M.A., LPC, were named recipients of Adler’s 2014-2015 Elina Manghi Child and Adolescent Psychology Diversity Scholarships, for students pursuing work with underserved populations in child and adolescent psychology.

Military scholarships: Michael Vincent Lombardi, Genev Morton, Karolina Przegienda, and Gregory Liberadzki

Joseph Troiani, Ph.D., Gregory Liberadzki, Grady Osten-Garner, Jr., Ph.D., Karolina Przegienda

Grady Osten-Garner, Jr., Ph.D. (left) and Michael Vincent Lombardi


Manghi Scholarship recipients: Amanda McCune, M.A., and Sasha Hileman, M.A., LPC, were named recipients of Adler’s 2014-2015 Elina Manghi Child and Adolescent Psychology Diversity Scholarships, for students pursuing work with underserved populations in child and adolescent psychology.

Military scholarships: Michael Vincent Lombardi, Geney Morton, Karolina Przegienda, and Gregory Liberadzki have been named to the prestigious 2015 Health Professions Scholarship Program, which pays tuition for healthcare professionals committed to active duty U.S. military service. The four are enrolled in the Military Clinical Psychology track of Adler’s Psy.D. program in Chicago. Adler ranks in the top percentile of academic institutions with students participating in the competitive scholarship program.

adler.edu
Juvenile justice study released

THE INSTITUTE ON PUBLIC SAFETY & SOCIAL JUSTICE (IPSSJ) in partnership with Roosevelt University’s Mansfield Institute for Social Justice and Transformation has released a comprehensive needs assessment of the Cook County Juvenile Court system, commissioned by Cook County Justice for Children.

Drawing on surveys, focus groups, and interviews with more than 200 juvenile court stakeholders, “The 2015 Juvenile Justice Needs Assessment” demonstrates widespread belief among system insiders that Cook County should focus on diverting juveniles away from the justice system—and instead refer them to community programs for mentoring and needed services for them and their families.

At the same time, study participants including judges and court personnel expressed hesitancy for diversion due to a lack of awareness of and trust in existing community alternatives. Stakeholders also expressed concerns that community alternatives are inadequately funded and may frequently lack the resources to properly serve youth.

“The vast majority of those we surveyed and interviewed told us that true juvenile justice system reform can’t and won’t happen unless the funding and resources are in place for viable community alternatives to detention,” says Elena Quintana, Ph.D., IPSSJ Executive Director.

Quintana is a member of the Chicago Public Safety Action Committee convened by Chicago Mayor Rahm Emanuel to inform the city’s violence prevention programming, implementation, evaluation, and resource allocation. She was also recently named to a state justice reform commission by Illinois Gov. Bruce Rauner.

Find the report at adler.edu/IPSSJ.
New reports: Reducing recidivism, expanding restorative justice

In its work evaluating the effectiveness of programs to increase public safety and social well-being, IPSSJ has identified first-year outcomes of an initiative in Racine, Wisconsin, to address the city’s traditionally high recidivism rates.

IPSSJ facilitated development of a five-year strategic plan for the initiative, which in its first year enrolled 48 participants in community-based reentry. Among the outcomes:

• Only 10% of participants returned to corrections, vs. the state’s one-year average of 15%;
• 58% of participants have been placed in jobs; and
• A data-driven strategy has been implemented to assess and determine best support for participants.

The City of Racine established its Prisoner Reentry initiative in partnership with Racine Vocational Ministry, coordinating with leadership from Racine County, the Racine Police Department, and the Wisconsin Department of Corrections. The project has been funded through the U.S. Department of Justice’s highly selective Second Chance Act grant program, for potential “best practice” policies, programs, and practices for reducing recidivism, and producing positive outcomes throughout the United States.

In other work, IPSSJ has:

• Continued work on Right on Justice, a Chicago-based initiative with Albany Park Neighborhood Council and funded by Woods Fund Chicago, to expand policies, capacity, and efforts to stop the school-to-prison pipeline and youth criminalization, through restorative practices and policies. Lawndale Christian Legal Center, Urban Life Skills, and Precious Blood Ministry of Reconciliation are among the agencies now serving as “restorative justice hubs” providing approaches to divert youth from the court system. IPSSJ is developing systems for participating hubs to track data that will evaluate efficacy and outcomes.
• Reported on two years of progress by Chicago’s Little Village Youth Safety Network, a youth violence prevention coalition led by Enlace Chicago, working to reduce youth violence in the Little Village community.

The Institute also has completed its one-year report on the impact of Chicago’s Safe Schools Consortium, an effort funded by the Robert Wood Johnson Foundation’s Forward Promise initiative, to improve the health of young men of color through intergenerational leadership at five Chicago high schools integrating restorative justice into their discipline codes.

For more information on these projects, contact the Institute on Public Safety and Social Justice at adler.edu/IPSSJ.

In year 1, only 10% of participants returned to corrections compared to the state average of 15%.
Violence-prevention report released; project named finalist for national health initiative

THE INSTITUTE ON SOCIAL EXCLUSION (ISE) has published a report for Quad Communities Development Corporation (QCDC) completing community research that identifies individual, community, and societal factors contributing to high levels of violence, and provides data to help create a violence-prevention strategy. ISE partnered with QCDC in collaboration with the Washington Park Consortium, the South East Chicago Commission, and the Chicago Area Project, and residents of Chicago’s Kenwood, Grand Boulevard, and Washington Park communities. Supported by the Illinois Criminal Justice Information Authority and LISC Chicago, the collaborative was named a finalist for an Institute for Healthcare Improvement initiative funded by the Robert Wood Johnson Foundation to spread effective community-driven approaches to health improvement across the United States—especially among communities most vulnerable to poverty, violence, or lack of social supports. The report “Community-Supported Violence Prevention Strategy: A Contextual Assessment of Drivers of Community Violence” is available at adler.edu/ISE.

ISE hosts Chicago Community Trust roundtable on inspiring philanthropy

IN MAY, THE INSTITUTE ON SOCIAL EXCLUSION hosted an “On the Table” roundtable as part of The Chicago Community Trust’s launch of its year-long centennial initiative to inspire and celebrate philanthropy in the Chicago region. The gathering leveraged conversations among community and business leaders, policymakers, public officials, and leaders in foundations, public health, and mental health who attended a 2014 ISE roundtable on “Advancing Collaborations to Improve Equity, Community Development, and Health in the Metro Chicago Region.” Keynote speakers included Marice Ashe, JD, Chief Executive Officer, ChangeLab Solutions, Jonathan Heller, Co-Founder, Human Impact Partners, and Grace Hou, President, Woods Fund Chicago. Community and business leaders, policymakers, philanthropists, public health leaders, and other officials examined how individuals and communities can partner to develop locally based approaches to health equity. A summary of that discussion is available.

For information and to take part in ongoing ISE roundtables and events, visit adler.edu/ISE.
TALKING POINTS

ADLER UNIVERSITY

On January 5, 2015, our institution officially became known as Adler University—a name that best supports our vision as the leading academic institution advancing socially responsible practice, healthy communities, and a more just society.

More than

850 community, government, healthcare, and human service agencies partner with Adler University to provide practicum and training for Adler students—helping to address social change and improve well-being for the communities these agencies serve.

For 2014-15, Adler enrolled a record

1,257 students

3 Adler University campuses in 2015-2016: our Chicago, Vancouver, and online Global campuses

Last year, Adler students gave

754,982 hours providing services to more than

191,000 people in traditionally underserved communities, primarily in the Chicago and Vancouver regions—through their community-based and clinical practica and internships

20+ The number of graduate programs for social change that Adler offers today—in fields from psychology and counseling, to emergency management leadership and public policy

91% of respondents to our most recent Chicago alumni survey reported employment within a year of graduation—exceeding rates reported by other graduate and professional institutions

Average class size at Adler University:

10.2 students per course section
ADLER UNIVERSITY has honored Deb Bailey, M.A. ‘90; Jennifer Bassin, M.A. ‘08; and Jolene C. Harbaugh, M.A. ’95, Psy.D. ’99, as recipients of this year’s Outstanding Alumni Awards, as selected by the Adler University Alumni Board. Stuart Zeigler, M.A. ’14, has been recognized with the Bill Powers Award for Excellence in Police Psychology.

Deb Bailey, an elementary and secondary school counselor, is known for her work with restorative action teams mediating difficulties among students and providing training in restorative action to resolve conflict. She is co-author of Conversation Peace and Talking Peace, used to train staff and students in restorative processes to address bullying and harassment in school systems throughout the world. In addition to her role as Adler’s Social Justice Practicum Manager in Vancouver, she also helps develop global community service programs abroad. She co-directs OneVillage Community Service Foundation, a nonprofit providing sustained service to underserved populations, and has maintained private practice for more than 20 years.

Jennifer Bassin began her career with the Child Life Department in the intensive care unit at Chicago’s Children’s Memorial Hospital. She later joined the cardiac program at the Hospital for Sick Children (Sickkids), Canada’s largest pediatric academic health sciences center, before working as a community grief counselor and children’s program coordinator at a not-for-profit cancer support organization. She returned to Sickkids as a Child Life Specialist for the inpatient hematology/oncology unit; in May 2014, she initiated a hospital-wide art therapy program. She utilizes Adlerian parenting techniques and facilitates bi-annual parenting seminars at Gilda’s Club Greater Toronto.

Jolene Harbaugh is recognized for her work within the juvenile justice system that exemplifies dedication to social justice issues, working within systems and communities and supporting access to needed mental health services within vulnerable populations. She has worked with the Illinois Department of Juvenile Justice since 1998, and has worked closely with Adler and the Department of Juvenile Justice to develop training programs and contracts for Adler graduates and other young professionals in forensic settings throughout Illinois.

Stuart Zeigler is a commissioned U.S. Army officer serving as an Armored Tank Officer and as a Chemical Warfare Officer in the military reserve. In 2003 he began his law enforcement career with the DuPage County (Illinois) Sheriff’s Office. He has utilized his Adler experience in a range of ways advancing wellness and well-being of the law enforcement community, from social advocacy to leadership in developing research-based peer support.

All four were honored at Adler’s annual fall receptions and reunions for alumni. Our 2015 alumni events will take place Saturday, October 17, in Chicago, and Friday, October 23, in Vancouver. Watch for details and the 2015 Outstanding Alumni Awards Call for Nominations at adler.edu/alumni.
I HOPE TO SHARE
not only encouragement for
counseling graduates who, like
me, are in this post-graduation/
pre-employment transition—but
also bits of wisdom for those
who have to take the same
action steps I do, especially for
licensure.

Briana Colton, M.A. ’14,
has been chronicling her job
search experience after her
graduation last fall in an ongoing
series for “The Socially
Responsible Practitioner,” Adler
University’s blog for perspective
and thought leadership by
members of the Adler University
community. So far, she’s
blogged with tips on preparing
for the National Counselor
Examination, interviewing and
for the Department of Veterans Affairs
in Nebraska and is also Director
of Mental Health at two youth
detention and juvenile justice
facilities.

Through “Alumni Spotlight”
at adler.edu/alumni, Mathisen
talks about his work,
accomplishments, Adler-
informed experience, and
advice for new students. Other alumni spotlighted so far
include Jonathan Barnett, M.A.
’08, Stephanie Bocco, M.A.
’12, Cat Broadhead, M.A. ’13,
Natalie DeFreitas, M.A. ’11,
Madelyn Esposito, M.A. ’12,
Erika Fountain, M.A. ’06,
Suzanne Goudzwaard, Psy.D.
’12, Alyson Jones, M.A. ’06,
Kalli N. Rimikis-Kerr, M.A. ’89,
Ashley LePage, M.A. ’12,
Rachel Nelms, M.A. ’12,
Richard Rittmaster, M.A. ’09,
and Jon Rosenfield, M.A. ’11.

I AM EXCITED TO BE a part of a wonderful team
in Nebraska where we are
working hard to provide quality
mental disorder examinations so
that veterans’ claims for
disability can be adjudicated
expeditiously,” writes James
Mathisen, M.A. ’95, Psy.D.,
’99, who works with the
Department of Veterans Affairs
in Nebraska and is also Director
of Mental Health at two youth
detention and juvenile justice
facilities.

Whether through “Alumni
Spotlight” or “The Socially
Responsible Practitioner,”
alumni experiences and advice
are featured on the University’s
social media platforms including
Facebook and Twitter, as well as
in Admissions communications
to prospective students.

AS OUR ALUMNI SHARE their experiences with us, we’ve
received tremendous positive
feedback from alumni, students
and prospective students,” says
Wendy Crupper, Director of
Alumni at Adler’s Chicago
Campus.

To share your experience
through an Alumni Spotlight
or the blog, contact
alumni@adler.edu.

Call for Outstanding Alumni Award nominations!

Spread the word: All Adler alumni, faculty,
students, staff, and community partners are
invited to nominate an alumna/us for the 2015
Outstanding Alumni Awards—recognizing
those who embody our mission in making an
impact in communities.

Nominated deadline: July 1, 2015. Info:
adler.edu/alumni.

Have a new email address
or need to sign up for the
alumni e-newsletter?
Update your information at
adler.edu/connect and
receive our monthly news
for alumni—keeping you in
the know about events,
announcements, resources,
continuing education
opportunities, and news
about other Adler alumni.

Alumni Board News
We welcome three new members
to our Adler University Alumni
Board:

Madelyn Esposito, M.A. ’12, a
school-based clinician for SGA
Youth & Family Services, a
non-profit organization serving
underserved families in the
Chicago area.

Patch Laksanaprom, M.A. ’06,
M.A. ’11, Psy.D. ’12. Lead
Advocate of the Performance
Management Section of the
Chicago Police Department’s
Human Resources Division.
Laksanaprom is serving as Vice
President/Chicago of the Alumni
Board.

Joe Ramirez, M.A. ’12, a Canadian
Certified Counselor with Integral
Counseling, a volunteer for the
Health Initiative for Men, and a
director of both the Adler Centre
and the Canadian Counselling and
Psychotherapy Association (B.C.
Chapter).

Read more about them and the
rest of your Alumni Association
benefits at adler.edu/alumni.

News you can use
• Resources and events: Find
resources including EPPP
preparation tools and other
licensure support, links to external
job postings, upcoming event
information, and more. adler.edu/
alumni
• LinkedIn: Check job postings, join
our groups, and network with fellow
alumni, organizations, and
employers. adler.edu/linkedin
• Alumni News: Keep up via our
monthly e-news for alumni on
events, announcements, resources,
continuing education opportunities,
and news. adler.edu/connect
“AS AN ACTIVIST-INFORMED THERAPIST I HAVE FOUND MORE AND MORE AFFINITIES with Alfred Adler’s teachings and life work across time.”
VIKKI REYNOLDS, M.A. ’99, PH.D., RCC, is a graduate of Adler’s Counselling Psychology program in Vancouver. She is a social justice activist and a clinical supervisor, consultant, and instructor specializing in team development, resisting burnout, and helping organizations enact their ethics for social justice. At Adler, she has taught coursework on the sociocultural structures and structural violence and oppression that contribute to mental unwellness. Her published work addresses trauma, resistance, substance misuse, justice-doing, homelessness, ethics, and supervision, and is available at vikkireynolds.ca.

I HAVE BEEN HEAVILY INVOLVED IN ACTIVIST COMMUNITIES for more than 30 years. This life of activism has educated me about my locations of privilege, and informed my work to transform society in socially just ways. We are out to change the world—as activists, communities, and therapists.

I work as a clinical supervisor for teams working with people on the margins of society: people who are suffering, homeless, struggling with substance misuse, transgender, gender-variant and queer, victims of sexual violence and torture, and Indigenous survivors of residential schools and colonialism. I have supervised addictions and mental health therapists, rape crisis workers, trauma therapists working with survivors of torture, and housing workers in Vancouver’s Downtown Eastside, which is the poorest-off reserve part of Canada.

In my supervision work, I’m always asking myself these reflexive questions: How can we be of use and fully alive? How can we sustain ourselves collectively and resist burnout across time? How can we enact commitments to social interest and social justice in work alongside people struggling in a context of injustice: colonization, genocide, poverty, racism, homelessness, trans and queer phobia, a rape culture?

For me, the response has been staying fully alive in our ethics. If we work in ways that transgress our ethics and our commitments to social interest, we will burn out. But if we can enact our collective ethics, sustainability—and our own transformation—becomes possible.

Vicarious trauma is based on the medical model and the idea that our clients’ pain hurts us. I don’t think this is fair or accurate. My clients don’t hurt me. They inspire, question, critique, inform, and transform me. Oppression and structures of inequity that make it hard to serve people and meet their needs are the things that burn me out. I am “other” than I was for having done this work, for having engaged in relationships and walked alongside people whose experiences are so vastly beyond my own. This has been a gift in my life. It has not burned me out. It has changed me, awakened me to spirituality in a way. It’s made the world richer, harder, and larger for me.

My partner and I met while volunteering in Africa in the 1980s. I had earned a university degree, which was a struggle financially, and I experienced myself as a working class woman who had suffered from men’s violence. But being in Botswana was an education for me.
It made me aware of my locations of privilege, not disadvantage. I’m a white settler Canadian, we had heterosexual privilege—which helped us immigrate—a Western passport, and white-skinned privilege. And despite struggling with money in Canada, we had money privilege in Botswana. Awakening to these multiple domains of privilege was humbling and hard, but totally worth it. It was required for me to be an ally and address my privilege accountably. The journey has helped me better respond and support the people I work alongside.

As an activist-informed therapist, I have found more and more affinities with Alfred Adler’s teachings and life work across time. Alfred Adler was a radical, meaning he took issues on at their roots. His thinking, theorizing, and practice shook the foundations of what was passing for “best practice” in his time.

His idea that problems are interpersonal and not intrapsychic is truly revolutionary. Problems do not happen to people in their brains, but in the real world, where power is wielded and abused. While Freud talked of “penis envy” as an intra-psychic problem of all women—basically constructing women as mentally ill—Alfred had other ideas. Alfred saw that young girls did not necessarily want a penis. What they wanted was access to the power their brothers had access to: getting an education, having a voice. He wrote about “masculine protest,” which made way more sense to me as a woman. I didn’t want to have a body like my brother’s. I wanted to get my hands on the wheel. So I see some threads between Alfred’s iconoclastic work and the culture of accountable men that feed my hope today in my work against rape culture.

A few years ago, in the Downtown Eastside, I came across Adler University students doing social justice practicums. I was impressed. In my work addressing homelessness, I became involved in co-writing an article with another Adler practicum student. Where I supervise at Peak House, a live-in program for youth of all genders struggling with substance misuse and exploitation, our therapy team is composed of Adler graduates. The school has taken the position that to be a competent practitioner, you have to have this kind of experience as a student. That is walking the talk. An academic institution that’s willing to transform education—that’s pretty Adlerian.

Alfred Adler talks about domains of life: your life tasks, your sites of belonging—meaning “who are your people?” Adlerian training means we see the bigger structures. We move from private pain to public issue, as we have an ethical obligation to work to transform the social contexts that cause and promote suffering. We are not neutral or objective about sexualized violence, child abuse, or torture. We’re against it. An Adlerian orientation to our work resources us to be agents of social change. As an activist-informed therapist, I believe a socially just world is a mentally well world.
To get to class, the elementary school students at St. Dorothy School on Chicago’s South Side must walk streets where drug deals are common.

Some have witnessed shootings; some have lost loved ones to gang violence or incarceration. Many live in single-parent households. Others do not live with their parents. They stay with other family members, moving from home to home.

To help support these students, along with their families and the entire school community, St. Dorothy School partnered with Adler University. The partnership enables Adler students—as clinicians in training through Adler Community Health Services—to provide mental health care that is otherwise unavailable at St. Dorothy.

Our students gain valuable training and life experience in socially responsible practice. An underserved community receives the support it needs to thrive.

We recognize and thank our individual and corporate donors who have supported this important partnership, including MB Financial Bank, Wells Fargo, and Jackson National Life.

You too can make a difference.

Join the community of those who believe Adler University’s work is necessary. One gift touches many lives—supporting our students as they become socially responsible practitioners, and helping us create a more just and equitable world.

Visit adler.edu/giving for all the ways you can support Adler University today.
If professionals in the industry neglect to study how social forces can impact phenomena like high school dropout rates, single motherhood, low entry of women in technology or the breakdown of family structure—it can lead to ineffective policy responses, and further immobilize the vulnerable amongst us.”

Shaifali Sandhya, Ph.D.

“Chicago professor uses psychology to help underserved prisoners,” CBS 2 Chicago

I think as a society we have a tough time with preventative care. We kind of wait until the crisis gets really out of control until we treat it.”

Michael Mandrusiak, Psy.D.

CKNW-AM


Cops learn quickly that the more emotionally invested (in their jobs) they are, the more challenging it is to maintain their composure.”

Douglas Craig, Psy.D.

How do I teach and foster in my 14-year-old son, who is beautiful and worthy, a sense of belonging—an important contributor to well-being—in a society that has for over 350 years continued to reject black men, women, and children and dismiss the value of their lives?”

Nataka Moore, Psy.D.

“Responding to Ferguson as a black mother, psychologist and activist,” The Socially Responsible Practitioner

SOUND BITES
Read more about Adler University in the news at adler.edu/news.