



# gemeinschaftsgefühl

A MAGAZINE FOR ALUMNI AND FRIENDS OF THE ADLER SCHOOL SPRING 2010

ISSUE 2, VOLUME 2



## THIRST FOR CHANGE

Advocates bring much-needed national attention to the Neglected Infections of Poverty in the U.S., a range of easily treated infections caused by things like contact with contaminated water.

Closing the Health Gap  
Reaching a Global Community  
Setting the Stage for Innovation

BOARD OF TRUSTEES

MARY CAPELLANE, M.B.A., CHAIR

VICTORIA CHOI, PH.D., VICE CHAIR

AUDRA AKON, M.A.T.D.

JANET CAMPBELL, M.S.W.

RAYMOND E. CROSSMAN, PH.D.

RALPH E. DEWITT, M.P.A.

DIANE DINIANS-CARR

WILLIAM W. GREAVER, PH.D.

LEE GUTHRIE, M.B.A., M.L.L.

JAMES M. HOULIHAN

DAVID J. KREISCHER, M.A.

SO MOHN, PH.D.

AURIE PENNICK, M.A., I.D.

LINDSAY SETZER

JAVIER USABRI, M.B.A.

CAROLYN WILLIAMS MEZA, M.B.A.

ALUMNI ASSOCIATION LEADERSHIP BOARD

MICHAEL BANGHART, PRESIDENT

M.A. COUNSELING 2002

ELLEN MCCURRY STONE, VICE PRESIDENT

PSYD. CLINICAL PSYCHOLOGY 2003

DENISE CONNELLY

M.A. POLICE PSYCHOLOGY 2006

GARY HOWELL

PSYD. CLINICAL PSYCHOLOGY 2008

LEGA JOHNSON HIGGALDE

PSYD. CLINICAL PSYCHOLOGY 2006

NINFA MARTINEZ

M.A. MARRIAGE AND FAMILY COUNSELING 1994

LAURIA MATHEIS

PSYD. CLINICAL PSYCHOLOGY 2004

COLLEEN MITCHELL

PSYD. CLINICAL PSYCHOLOGY 2008

WEL RON

PSYD. CLINICAL PSYCHOLOGY 2004

CHRISTY SCHERBILD

M.A. COUNSELING PSYCHOLOGY/ART THERAPY 2009

## GEMEINSCHAFTSGEFÜHL (geh-MINE-shafts-geh-foohl)

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.

### What Gemeinschaftsgefühl Means to You

We asked you to share your experiences involving this fundamental concept. Many of you did, writing to tell us how you have integrated Gemeinschaftsgefühl in your practice and in your engagement with communities to create change. Please continue to share your thoughts for future issues of this magazine at alumni@adler.edu.

"Gemeinschaftsgefühl is part of every day for me. I chose to work with hospice because of its mission to provide compassionate care and dignified living for those coping with end-of-life issues."

Julie Blackburn, M.A. Counseling Psychology, Art Therapy, 2009

"To me, Gemeinschaftsgefühl isn't about overt actions focused on helping a segment of the community when it is in need, but more so with each interaction, each action, being a part of both your immediate community as well as a global community."

Traci Hibbard, M.A. Counseling Psychology, 2006

"I think that if a person understands what Gemeinschaftsgefühl is, that person is obligated to share and teach this principle."

Jill Lesko, M.A. Counseling and Organizational Psychology, 2007

## IN THIS ISSUE

### 05 Closing the Health Gap

Pioneering awareness and action on Neglected Infections of Poverty in the United States

### 11 Reaching a Global Community

International learning continues to drive 21st century innovations in higher education

### 15 Setting the Stage for Innovation

Adlerian principles in architectural expression manifest the School's vision

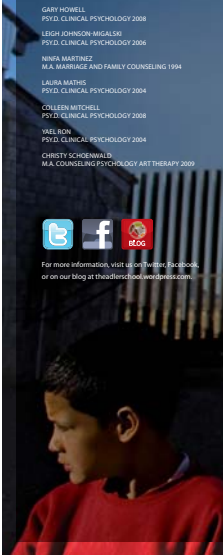
### 21 On Campus and Touch Points

News and insights from the Adler School learning community

**PICTURED HERE** Children enjoy the playground of the Ignacio Zaragoza Primary School in Palomas, Chihuahua, located along the U.S.-Mexico border, a region where Chagas disease, one of the Neglected Infections of Poverty, is particularly problematic. The parasite that causes Chagas affects an estimated 8 to 11 million people in Latin America and an estimated 300,000 in the United States.



For more information, visit our Twitter, Facebook, or our blog at [thisadler.com/wordpress.com](http://thisadler.com/wordpress.com).



## FROM THE PRESIDENT



This is a milestone year for the Adler School. We're closing the books on a successful five-year plan that has achieved significant local, national and international impact, and launching an even more ambitious plan to extend the School's influence on academic training and thought leadership.

In the last five years, we have made tremendous progress, and we are well on our way to becoming one of this nation's leading institutions working to advance social responsibility. We've achieved all of our institutional goals, outperformed our increasingly rigorous academic standards, and—in the midst of downward or stagnating national economic trends—have experienced increasing demand for our socially responsible practitioner training, which has more than doubled our enrollment and revenue.

To accommodate that growth, we'll be moving into a new, state-of-the-art Chicago Campus, which is twice the size of our current home. The move will establish our presence in the midst of leading institutions of culture, education, commerce, and social and political policy. It will allow us to teach and learn in an environment that fosters imagination, innovation, and collaboration. And it will enable us to stay at the forefront of emerging professional developments.

We're raising awareness of the need for social responsibility even beyond the psychology profession—both in practice and in modeling advocacy, action, and collaboration.

Working in partnership with major global institutions, we're setting our sights on high-visibility problems—at home and around the world. Our mission impels us to take action on behalf of people who suffer the effects of violence, poverty, and social injustice. And we have seen our efforts have a concrete, measurable impact. We need look no further than to people such as Peter Hotez, M.D., Ph.D., President of the Sabin Vaccine Institute, who credits our School's Institute on Social Exclusion (ISE) and its Director Lynn Todman, Ph.D., for

helping to advance the cause of Neglected Infections of Poverty in the United States.

On the home front, we'll be launching the Center for Learning and Teaching to support academic excellence for students and faculty alike. This center could grow to provide training in social responsibility, collaboration, and global perspective to a number of professions—raising our visibility outside of the academic sector and expanding our impact exponentially.

We're creating collaborative programs with our Vancouver Campus to maximize the benefits of a multicampus experience, and launching our third Institute for Social Change there. We'll be reaching across other borders to establish a presence in new countries. And we'll be rolling out an integrated international practica and curricula program to further our impact throughout the world.

Yet we will remain, first and foremost, a teaching institution, grounded in the fundamentals of academic excellence and continuing to build a unique set of competencies in socially responsible practice. Our investment in academic excellence is equal to our investment in growth and innovation. The two are inextricably linked—our ability to lead and influence is directly proportional to our respect and legitimacy as an academic institution.

So, as we continue our commitment to social responsibility, we push ourselves even further—to take risks, question conventional wisdom, and pursue "crazy ambitious" goals in the style of our founders, Alfred Adler and Rudolph Dreikurs. Both were brilliant, radical revolutionaries who made "impossible" things happen. They'd expect nothing less from us.

Raymond E. Crossman, Ph.D.  
President

## ADLER SCHOOL BY THE NUMBERS

The Adler School's learning community is engaged locally, nationally, and globally as advocates leading action on a variety of complex social issues.

### On Health Disparities

**1.4 billion** Number of people infected by one or more Neglected Infections of Poverty around the globe.

**One** Number of times that U.S. medical, research, and social policy leaders have come together to address the incidence of Neglected Infections of Poverty in the United States.

**15 million** Number of dollars awarded by the National Institutes of Health (NIH) to create a new Research Center for the Neglected Infections of Poverty (NIPs) since the Institute on Social Exclusion (ISE) convened the March 2009 conference on this topic.

### On Violence

**34** Number of Chicago Public Schools students killed by gun violence during the 2008-09 school year (as reported by the Associated Press).

**25** Number of young men, ages 14 to 17, who participated in an ISE Gun Violence Prevention Program with Teamwork Englewood during the summer of 2009.

### On Marriage in India

**400** Number of Indian couples interviewed by Adler School faculty member Shaifali Sandhya, Ph.D., to study the state of marriage health.

**33** Percentage of Indian couples who are unhappy in their marriage relationships, according to Dr. Sandhya's research.

### On Social Policy

**76** Percentage of Hispanics in the United States who do not receive appropriate care for anxiety and depression (as reported by the Robert Wood Johnson Foundation).

**Zero** Number of times that U.S. officials and health policy experts have convened to address social factors and their effects on mental health (the ISE will convene the first such conference in June 2010).

# CLOSING THE HEALTH GAP

Toxocariasis, trench fever, leptospirosis, and Chagas—these are infectious diseases that most Americans know little about. Lynn Todman, Ph.D., and Peter Hotez, M.D., Ph.D., have set out to change that. For good reason.

While these diseases have, until recently, been associated only with developing countries such as Zimbabwe, Myanmar, and Nicaragua, they are now known to occur in the United States. So why have most Americans never heard of these diseases? Because here in the United States, they occur in extremely poor rural areas such as the Mississippi River Delta and Appalachia, along the U.S.–Mexican border, and in some of the poorest areas of our nation's major urban areas, such as Chicago. These diseases, which are collectively known as the Neglected Infections of Poverty (NIPs), have flown under the radar of our nation's healthcare practitioners and policy makers for too long. But the rural and urban poor who are afflicted with these often easily treated diseases—which can cause hearing and vision loss, intellectual retardation, and devastating losses in primary school attendance—now have two committed advocates in Drs. Todman and Hotez.

"I've become passionate about making sure that our nation's policy makers know and do something about these diseases," says Dr. Todman, Director of the Adler School's Institute on Social Exclusion (ISE). "I read an article about the groundbreaking research of Dr. Peter Hotez, and it was immediately clear that taking on this issue was consistent with the mission of the ISE. These diseases are under-diagnosed,

under-reported, under-addressed, and they disproportionately affect and undermine the long-term health and well-being of the most impoverished and excluded members of our society."

In March 2009, Dr. Todman convened in Chicago the first-ever meeting in the U.S. to determine how to address the problem. She recognized that dealing with a problem as complicated as NIPs would require the collective efforts of experts from multiple professions. So, at the meeting, she asked Dr. Hotez to describe the incidence and health impacts of NIPs to a diverse audience of researchers, policy makers, and practitioners. "This is an extraordinarily complex issue, and the multidisciplinary approach that the ISE employs is the only way to tackle it," says Dr. Todman.

The ISE's approach to taking on NIPs reflects a philosophy articulated by the School's namesake, Alfred Adler. In an article written in 1898, titled *Health Manual for the Tailoring Trade*, Adler described the disproportional incidence of debilitating diseases among Vienna's textile workers due to their living and working conditions. Adler advocated for a host of social reforms—housing regulations, occupational safety requirements, fair labor laws, gender equity, and food quality—to address each of the factors that led to these heightened levels of disease among the working poor.



Lynn Todman, Ph.D., Director of the Institute on Social Exclusion, addresses the audience during Dr. Peter Hotez's visit to the Adler School for the first U.S. meeting on the Neglected Infections of Poverty.

# More than 1.4 billion people suffer from these diseases globally.

One participant at the ISE-convened meeting, Marian McDonald, Dr. PH., M.P.H., Associate Director for Minority and Women's Health at the Centers for Disease Control and Prevention's (CDC) National Center for Preparedness, Detection & Control of Infectious Diseases, noted that, "It was a seminal meeting. These infections are overlooked in this country and the conference was the first step toward building the momentum necessary to adequately address these diseases."

NIPs have largely escaped the attention of the American medical establishment, partially due to the lack of access to care among the populations affected. Dr. Hotez, who is President of the Sabin Vaccine Institute, and a researcher and professor at George Washington University in Washington, D.C., shed light on this troubling truth in his 2008 study, published by the Public Library of Science Neglected Tropical Diseases.

Dr. Hotez's study found that American medical practitioners receive little to no training in the treatment and diagnosis of these diseases, a startling realization given that these disabling, disfiguring, and sometimes deadly diseases affect more than 1.4 billion people worldwide.

"We often forget that there are enormous pockets of poverty here in the U.S.," says Dr. Hotez. "There was a great deal of public support for the victims of Hurricane Katrina, but there is a hidden Katrina that goes on in this country every day, and we're ignoring those victims."

Spread by mechanisms as simple as the bite of an infected fly or contact with contaminated water due to poor sanitation, these Neglected Infections of Poverty often trap their victims in a cycle of poverty and disease.

Since entering the United States two years ago, Juan Mata Garcia and his wife Maria Felistas Garcia, immigrants from Reynosa, Mexico, have lived in a small hovel in a very poor neighborhood northwest of McAllen, Texas.



## "We often forget that there are enormous pockets of poverty here in the U.S." Peter Hotez, M.D., Ph.D.

"It's hard to treat something you don't know exists," says Dr. Todman. Recognizing the need to spotlight these diseases nationally, attendees of the Chicago meeting planned a follow-up meeting that took place on Capitol Hill on October 27, 2009. The National Summit on Neglected Infections of Poverty in the United States was co-hosted by the ISE, CDC, Sabin Vaccine Institute, Eisenhower Institute, and American Public Health Association.

Dr. Hotez credits Dr. Todman and the ISE with helping to advance the cause. "The ISE event was pivotal in building momentum towards D.C.," said Dr. Hotez. "They've played an important role in helping bring people together around this issue."

There is good reason to be optimistic. Dr. Todman recently was asked to testify before the Illinois State Senate Public Health Committee in support of a new bill introduced in February 2010 that would ensure early detection and treatment for Toxoplasmosis, a disease caused by a parasite called Toxoplasma, which is one of the NIPs. If left untreated, the disease

can cause severe brain and eye damage. Illinois State Senators William Delgado (D-2nd District) and Mattie Hunter (D-3rd District) have co-sponsored the bill (SB3667) to create the Prenatal and Neonatal Congenital Toxoplasmosis Prevention and Treatment Act. If passed, the bill will mandate screening for pregnant mothers and newborns, and will provide for the delivery of health care counseling and treatment.

Also in February 2010, the National Institutes of Health (NIH) awarded \$15 million to The George Washington University Medical Center to create a new, state-of-the-art Research Center for the Neglected Infections of Poverty.

"We're confident that the issue of NIPs has now made its way to the national stage," said Dr. Todman. "We at the ISE and the many others who are concerned will ensure it stays there by continuing to spread the word about this problem and seeking solutions."

Editor's note: If you are interested in learning more or becoming involved in this work on NIPs, please contact Dr. Todman at [totdman@pediatrics.uic.edu](mailto:totdman@pediatrics.uic.edu) or (312) 201-9900.



45,700\*  
American Indian  
Reservation Households



169,000\*\*  
Appalachian Region  
Households



30,000\*\*  
U.S. Border Region  
Households

Households in the United States that Lack Adequate Access to Clean Water, a Circumstance that Puts Residents at Risk of Exposure to the Neglected Infections of Poverty. The U.S. 2000 Census revealed that more than 670,000 households (more than 1.7 million people) in the United States lack basic plumbing facilities, putting residents at risk of diseases associated with exposure to contaminated water.

\*Miller, R. & Seneca, V.R. (Spring 2004, Volume 9 / Number 1) Rural Voices: Native American Housing Magazine of the Housing Assistance Council.  
\*\*Ginsler, M. (2008) An Atlas of Poverty in America. Owl Nation, Publishing, 1980-2003. Cleveland Region Section, New York and London: Routledge Taylor & Francis Group.



# REACHING A GLOBAL COMMUNITY

Globalization is one of the most significant forces shaping higher education, and it is expected to continue driving a 21st century academic “revolution.” That was one conclusion of a report produced for the July 2009 UNESCO World Conference on Higher Education.

## ADLER SCHOOL FACULTY AND ALUMNI ARE ENGAGED THROUGHOUT THE WORLD.

1 Mexico: Adler School provides training in the use of mental health assessment tools for *Mujeres Enlaceadas*, a non-governmental organization that provides access to health care for women living in poverty.

2 Costa Rica: Students in the School's International Immersion & Cross-Cultural Studies Course travel to Costa Rica to learn how culture affects psychological health.

3 Democratic Republic of the Congo: Adler School faculty and students assisted with research and administrative needs of a Heartland Alliance program that provides

psychosocial support to survivors of sexual and gender-based violence.

4 Rwanda: Adler School faculty and students assist Heartland Alliance in preparing counselor training for a program that provides treatment of depression and post-traumatic stress disorder for Rwandan women living with HIV/AIDS.

5 Israel: Alumna Yosi Prina works in the Adlerian tradition as the founder and president of the NPO Israeli Association for Parent Guidance. He is currently supervising an Adler School student, Suzi Goudzwaard, who is evaluating

the effectiveness of teacher leadership in several Israeli schools according to Adlerian principles.

6 Kurdistan: Adler School's ISE assists Heartland Alliance with analysis and data reporting for two mental health surveys of approximately 150 torture survivors.

7 India: Faculty member Shaifali Sandhya, Ph.D., interviews 400 Indian couples for research on the relationships of Indian couples. The research is published in a book titled *Love Will Follow: Why the Indian Marriage is Burning*.

# CHICAGO

The academic global "revolution" is evident on Adler School's Vancouver and Chicago Campuses, where globalism, diversity, and outreach to build understanding across lines of difference are part of the School's DNA. "Having a global impact is a fundamental objective of the School," says Larry Axelrod, Ph.D., Dean of the Vancouver Campus. "And we are grounded in a commitment to diversity. That translates quite naturally to cross-cultural international work."

## "The goal is to recruit international students in a way that is responsible, supportive, and ultimately successful."

Larry Axelrod, Ph.D., Dean

The School is engaging internationally on several fronts—new recruiting initiatives, study abroad options, programmatic expansion, and collaborative partnerships. These initiatives mirror several larger academic trends. According to Open Doors 2009, a study of international educational exchange by the Institute of International Education, Americans are studying abroad in record numbers. The 2009 study reported more than a quarter-million U.S. students going abroad—a four-fold increase in the past two decades. Students are also choosing less traditional, non-European destinations, such as Mexico, Costa Rica, Argentina, and China. And record numbers of international students are pursuing education in the U.S., with more than 670,000 enrolled at U.S. colleges and universities.

The study explained these trends by citing the ability of international academic experience to "help students understand our interconnected world." True to Adlerian form, the Vancouver Campus is leading the School's international outreach with Ada Christopher, M.A., Director of Admissions, conducting active recruitment programs in both India and China.

In India, as in China—the two countries that send the greatest number of students to the U.S.—Christopher's approach is to listen and learn. "We want to fully understand the issues of settlement, integration, academic grounding, and culture," she says.

"The goal is to recruit international students in a way that is responsible, supportive, and ultimately successful," Dean Axelrod says. The effort is beginning to produce results. In the past two years, the number of international students enrolled at the Vancouver Campus has more than doubled.

Academic mobility, another hallmark of the global age, is also driving Adler School innovation. Both the Chicago and Vancouver Campuses are collaborating on international programs, including student exchange and faculty visits between campuses, says Nataka Moore, Psy.D., Director of Training and Community Service. Soon, students will also be able to participate in an international studies concentration, which will become the platform for many different international programs.

The Adler School is also expanding international opportunities for students. This summer, a student-faculty team will travel to Mexico as part of the School's first international Community Service Practicum. The team will continue work done in the International Immersion & Cross-Cultural Studies course with Mujeres Enlacedas, a non-governmental organization providing access to health care for women living in poverty. Specifically, it will train the group in the use of a mental health assessment tool developed previously in the course.

Whether sending North American students abroad, or welcoming international students here, the School believes the experience is invaluable.

"It really opens students up to different perspectives and challenges their personal limits," Dr. Moore says. "But ultimately, what they gain is the ability to walk smoothly, flexibly and confidently through any experience."

## Indian Marriage Under Pressure



Marriage is alive—but not necessarily well—in Indian societies here and abroad. Both arranged marriages and those chosen for love face contemporary challenges that are creating real strain on marriage health. *Love Will Follow: Why the Indian Marriage is Burning*, by Shaifali Sandhya, Ph.D., core faculty member in Clinical Psychology at the Adler School, was written to open dialogue and help couples create successful marriages.

"I wanted to create a vocabulary and illustrate issues that Indian couples grapple with today," Dr. Sandhya says. Her book, the first clinical and cultural portrait of its kind, is based on 12 years of research, including in-depth interviews with 400 Indian couples.

Indians are enchanted with marriage. Middle-class Indians spend more than \$25.5

billion annually on weddings and being married is still overwhelmingly preferred. Yet the practice is fraught with challenges in a globalizing society. "Marriage in India has endured more changes in the last two decades than in the last 3,500 years," she says.

In India, love has traditionally been considered a byproduct of unions arranged for practical considerations. But what happens when love—and personal satisfaction—doesn't follow? "When love is disappointed, marriage suffers—and families and society suffer too," she says.

Dr. Sandhya found that only one third of Indian marriages met the seven criteria that she developed to describe "working marriage." For the rest, even when couples reported being happy, she found strong clinical indicators to the contrary. Lack of awareness about and access to counseling, and a cultural

stigma against discussing feelings keep couples from seeking help. But help is vital—for them and for society.

"Alfred Adler's philosophy of social responsibility resonates completely with this work," Dr. Sandhya says. "The man and woman are both assets in a marriage. To maximize the potential of each is what marriage is all about."

Dr. Sandhya holds a Ph.D. from the University of Chicago and is a practicing clinical psychologist, with expertise in culture-based therapy. She specializes in psychotherapy for South Asian and Asian families, as well as intercultural couples. Dr. Sandhya was born in New Delhi, has lived in several countries, and now considers herself as having a home away from home in Chicago. Visit <http://shaifalisandhya.com/buy-love-will-follow> to check out her new book.



## Costa Rica, August 2009

"You can hear about social responsibility, you can read about it, but nothing teaches you like experience," says Heather Baranowski, a third-year student (Psy.D. Candidate). Baranowski traveled to Costa Rica with the Adler School's International Immersion & Cross-Cultural Studies course. The course allows students to practice social responsibility while learning how culture affects psychological health.

Baranowski worked in an orphanage, doing household chores, tending the kids, and helping them practice English. "I learned that the smallest act can make the biggest difference in people's lives," she says.

Krystal Robinson, another third-year student (Psy.D. Candidate) who worked with Baranowski,

had never traveled outside the United States until the Costa Rica course. Now, Robinson is interested in international human rights work, and will be traveling to Morocco this summer.

"The things you learn, you carry them with you into your studies, into your life," she says. "It's tremendous growth that no one can take from you."

Emily Brady, a second-year student (Psy.D. Candidate), also traveled to Costa Rica for the course. She had previously done an HIV/AIDS project in Africa and helped build homes in Guatemala. Still, she deepened her understanding of cultural effect. "It's the same disease, but the culture has such an impact on how it's handled," she says.

All three students agree the course offered huge personal and professional benefits.

"I was so apprehensive about this trip," Robinson says. "I thought, 'What do I have to offer these people?' But I learned that I do have a lot to offer—and to learn."





# SETTING THE STAGE FOR INNOVATION

The relevance of the Adler School's mission to train socially responsible practitioners is implicit in the School's tremendous enrollment growth. As the School continues to accommodate that growth and strive forward in its mission, the community stands at the verge of innovations made possible by the development of a new campus space that characterizes the progressive spirit and quality of the School.

The new campus integrates a mix of social, study, and community learning spaces around two multi-floor open atriums.

In Fall 2010, the Adler School will move its Chicago Campus to a vintage building in Chicago's central business district, taking its place in the midst of leading institutions of culture, education, commerce and social and political policy. The \$13 million build-out will give the School one of the most aesthetically striking, academically progressive, and environmentally responsible campuses in the city.

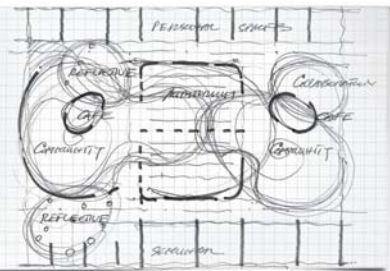
To those involved in its development, the new Chicago Campus is a worthy physical manifestation of the School itself—its growth, values, academic excellence, and innovative spirit showcased in a progressive space.

"It's cutting-edge and world class, and that's certainly exciting," says Raymond E. Crossman, Ph.D., President. "But it's also the product of careful, intentional design to support learning and reflect our social responsibility mission—and that's even more exciting, and the main reason for this investment."

Trung Le, Principal with OWP/P Cannon Design, the architectural firm that designed the new campus, is internationally renowned for his innovative use of design to create educational spaces that encourage student inquiry, inventiveness, and imagination.

"The School's mandate to us was to capture Adlerian principles in architectural expression," Le says. "Inclusion, collaboration, innovation, community focus—that was our mantra."

The location, too, had to serve the School's principles and practices. Chosen specifically for its ready access to public transportation and major expressways, along with its centrality to the heart of Chicago, the new campus—at 17 North Dearborn Street—is close to Chicago City Hall, Daley Plaza, and is just three blocks away from Millennium Park.



A preliminary architectural drawing by OWP/P Cannon illustrates the Adler School's vision for a collaborative, interactive campus community.



"It's cutting-edge and world class, and that's certainly exciting. But it's also the product of careful, intentional design to support learning and reflect our social responsibility mission—and that's even more exciting, and the main reason for this investment."

Raymond E. Crossman, Ph.D., President



## COMMUNITY

The library commons features a rich balance of technology-equipped individual and group spaces, including an adjacent teaching laboratory.



## INNOVATION

Classrooms incorporate a variety of interactive technology resources, including wireless access, LCD panel displays and interactive SMART Boards™.



## WELLNESS

A progressive new feature suggested by students is a Wellness Studio for yoga, meditation, dancing, and Pilates.

**“We’ve had to accommodate tremendous growth, and that gave us the opportunity to reconcile the spirit and quality of the School with the physical space we occupy.”**

Raymond E. Crossman, Ph.D., President

Occupying two full floors, the new campus is one of the biggest recent downtown leases. The space—double the current campus size—is necessary to accommodate burgeoning enrollment. In the past six years, the campus’ student enrollment has nearly tripled. Applications have nearly tripled in the past three years, and new programs, partnerships, and initiatives put additional pressure on space.

“We’ve had to accommodate tremendous growth,” Dr. Crossman says. “And that gave us the opportunity to reconcile the spirit and quality of the School with the physical space we occupy. We’ll finally be in a place that’s as progressive as the work we do.”

The design process was inclusive from the start. At the School’s request, OWP/P Cannon Design conducted focus groups with faculty, staff, students, and alumni in addition to the traditional executive team.

“That broad range of input was really critical to understand-

ing the day-to-day needs of the School’s learning community,” Le says. “Listening to all voices was important to the School and vital to the design process.” Emphasis on community also guided the firm in designing a learning environment that fosters multiple modes of teaching and learning, and encourages collaboration. Classrooms, faculty offices, and the library are all integrated around a commons area to facilitate fluid movement between different types of learning spaces.

“They made it clear: We are not one community of students and another community of teachers; we are one community of shared learning,” Le says.

Faculty and administrative offices are interior, while the perimeter, with its floor-to-ceiling windows and skyline views, is reserved for classrooms. This serves a pragmatic as well as symbolic purpose: studies show that being able to “look up and out” across wide, light-filled vistas provides the best kind of “brain break” and stimulates creativity.

Other aspects of the new campus echo this idea of engaging both sides of the brain. In fact, the concept of “whole-body learning” drove the development of a popular campus feature suggested by students: a Wellness Studio for yoga, meditation, aerobic activities, and Pilates.

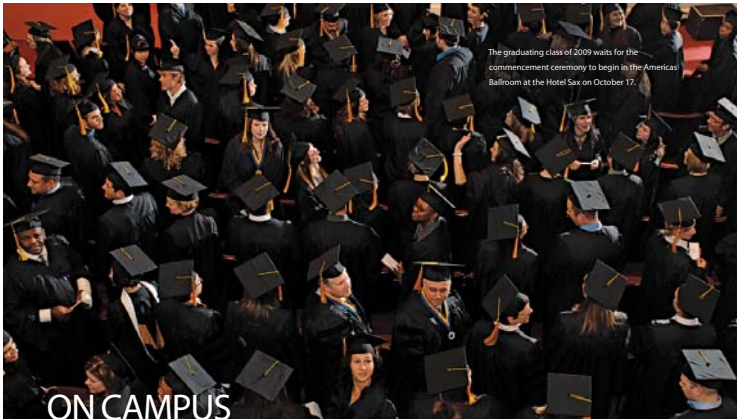
This balance of social and meditative spaces recognizes the need for reflection and privacy as well as collaboration. “Most campuses try to maximize space by having one large area serve numerous purposes,” Le says. “But one-size-fits-all was too simplistic for the Adler community. They understood that nuances make a huge difference in outcomes.” For the first time, the Adler School also will enjoy a street-front presence including prominent signage. The campus includes other contemporary features such as bike storage and showers to encourage “green” commuting. Advanced technology supports information sharing and collaboration through interactive platforms such as SMART Boards™ and mediascape™ technology.

Finishing touches such as displays of student art and forward-thinking interior design serve a pragmatic purpose.

“Thought-provoking spaces stimulate the brain,” Dr. Crossman says. “That leads to richer discussions, deeper exploration, more innovation, and risk-taking.”

Like the School itself, the new campus is a dynamic environment grounded in excellence and tradition, but with an eye to the future and the vital ability to respond to its environment. The current space includes an option to expand to the floors immediately above and below. The floor plan can accommodate emerging graduate and post-graduate programs. And the lease includes an option to buy, giving the School the opportunity to own its real estate for the first time. “The new campus is a reflection of who we are and what we stand for,” Dr. Crossman says. “Take a look at our values: social interest, pluralism, courage, excellence, pragmatism—it’s all there.”

To preview the new Chicago Campus, visit [www.adlerspace.com](http://www.adlerspace.com).



The graduating class of 2009 waits for the commencement ceremony to begin in the Americas Ballroom at the Hotel Sax on October 17.

## ON CAMPUS

### Homecoming Alumni Reunion

The 2009 Homecoming Alumni Reunion was a great success. More than 275 alumni, friends, and faculty attended to reconnect with classmates, fellow alumni, and faculty, and to welcome the newest members of the School's

alumni community—the class of 2009. The Alumni Association's Executive Committee members were elected and announced, including: Michaela Banghart (M.A. Counseling 2002) as President and Ellen Stone (Psy.D. Clinical Psychology

2002) as Vice President. We hope you'll plan to attend the 2010 Homecoming Alumni Reunion on Saturday, Oct. 16, at the Hotel Sax in Chicago.

For more Homecoming photos visit [adlerschoolfacebook.com](http://adlerschoolfacebook.com).

### 2009 Outstanding Alumni Award



The 2009 Adler School Outstanding Alumni Award was presented at the Homecoming Reunion to alumnus Bret Moore (Psy.D. in Clinical Psychology, 2004) for his outstanding achievements in military psychology.

Dr. Moore is a former Active Duty Captain and Clinical Psychologist with

the United States Army. He served two tours in Iraq, including service as the Chief of Clinical Operations with the 85th Combat Stress Medical Detachment. For his exceptional work, he was awarded a Bronze Star, a Presidential Citation, and the Division 19 American Psychological Association's (APA) Arthur W. Melton Award, which recognizes early career achievements in military psychology.

He started off his professional life in business, like his older brother, but quickly decided that his future was in psychology rather than in the corporate world. Dr. Moore says that he truly lives

by the principle that it's not what you have, but how you use or maximize what you have, a fundamental that he says he learned at the Adler School.

Currently, he works for the Fort Peck Service Unit of Indian Health Service in Poplar, Montana, primarily providing services to Native American children and adults.

He has authored or coauthored four books, as well as more than two dozen book chapters, journal articles, and book reviews, and writes a bi-weekly newspaper column for the *Ministry Times* titled, "Kevlar for the Mind"

### Adler School News

Six Adler School Psy.D. students have been selected over the past two years for the U.S. Army Health Care Scholarships Program, a highly competitive program that awards only 20 scholarships nationwide each year.

Two new programs were added to further expand the School's Chicago Campus offerings. The first is an M.A. in Counseling, Specialization in Sport and Health Psychology; the second is an M.A. in Counseling, Specialization in Forensic Psychology. Both programs will train professionals for fields in high demand.

The Chronicle of Higher Education featured the Adler School's Board of Trustees in the October 2009 diversity Supplement. The article, titled "Gov-

erning Boards Make Gains in Diversity," highlighted the diverse representation of the Adler School's 17-member Board—more than half of whom are women, and one-third of whom are of racial or ethnic minorities.

The Adler School was named to the 2009 President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service learning, and civic engagement. The distinction was earned by the efforts of the School's Chicago students; more than four-fifths of the campus' students contributed a total of more than 241,000 hours of volunteer service in 2008-09.

### Upcoming Events

ISE Conference: "The Social Determinants of Mental Health: From Awareness to Action" Thursday and Friday, June 3 and 4, 2010, Drake Hotel-Chicago  
Alumni Meet and Greet: North American Society of Adlerian Psychology (NASAP) Friday, June 11, 2010, Minneapolis NASAP Annual Conference  
"Dinner for Five": Alumni and Student Mentoring Friday, July 16, 2010, Chicago  
Alumni Ravinia Summer Outing Saturday, July 17, 2010, Sting Concert  
The Adler School Chicago Campus Move Friday, July 23, 2010  
Homecoming Celebration Saturday, October 16, 2010, Hotel Sax, Chicago  
Commencement Ceremony Sunday, October 17, 2010, Chicago Symphony Center  
For more information, please visit: [www.adler.edu](http://www.adler.edu).



### Bill Powers Outstanding Graduate Award in Police

The Adler School Outstanding Graduate Award in Police Psychology was established in honor of the late Dr. Bill Powers (1951-2006), co-founder of the Police Psychology master's degree program and a former Commander in the Chicago Police Department.

Miguel Gonzalez (M.A. in Police Psychology, 2009) received the 2009 Bill Powers Award for his outstanding work as an officer who exemplifies the mission of the MAP program.

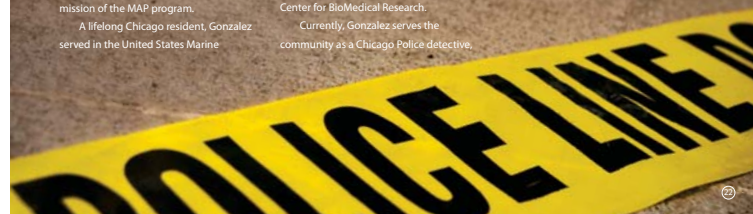
A lifelong Chicago resident, Gonzalez served in the United States Marine

Corps Reserve for nine years, including service in Operation Desert Storm-Desert Shield in 1991. Throughout his 17 years of law enforcement experience, Gonzalez has held several positions including beat, tactical, school, bicycle, and foot patrol capacities. He is trained in criminal interviews and interrogations and has received specialized terrorist training from the U.S. Department of Homeland Security and the National Center for BioMedical Research.

Currently, Gonzalez serves the community as a Chicago Police detective,

where he investigates property-related crimes and has been assigned to several high-profile cases.

"My experience at the Adler School has enabled me to rediscover that young idealistic, compassionate, and objective police officer who graduated from the police academy seventeen years ago," Gonzalez says.





"Faces of Poverty" exhibit photo taken by M&P program student Cindy Guerra representing her initial impression of poverty.

## TOUCHPOINTS

### CREATING JUSTICE AND INCLUSION: NEWS FROM THE ADLER SCHOOLS' INSTITUTES

#### "Faces of Poverty" Photo Exhibit

A unique photo exhibit hosted by the Adler School's Institute on Public Safety and Social Justice (IPSSJ) Feb. 4 at the Black Walnut Gallery in Chicago gave viewers the chance to see impoverishment through the eyes of Chicago police officers. The exhibit featured the work of officers in the School's master's degree in police psychology program, who were assigned to take two black and white photographs representing what poverty looked like to them—one at the beginning of the course, and one at the end of the course. The contrast in images revealed a transformative journey in perception. The first-round photos tended to depict poverty at a comfortable distance, while the second-round images revealed a more personal, close-up look.

The "Faces of Poverty" exhibit will be showcased again at the ISE's June 2010 conference. The exhibit will take place Wednesday, June 2, 2010, from 5:30 to 7:30 p.m. at The Drake Hotel in Chicago.

#### Conference: "How Do We Measure Police Behavior? A New National Approach"

This past January the IPSSJ hosted a conference that brought together justice professors with Rachel Johnston, the Director of Research & Development at the Chicago Police Department, to discuss a groundbreaking study funded by the National Institute of Justice to examine the "life courses" of police agencies and officers in major U.S. cities. The study assessed the impact of major life changes—both personal and professional—on the well-being of police officers and their ability to effectively do their jobs.

#### Englewood Youth Gun Violence Prevention Program

The Adler School's Institute on Social Exclusion (ISE) worked this past summer with Teamwork Englewood to pilot a program to reduce gun violence among young men in Chicago's Englewood neighborhood using a tactic suggested by community members—art therapy.

The program was so successful that it received grant funding to continue and expand in 2010, with a program that is extended by four weeks and longer individual sessions.

#### Conference: "The Social Determinants of Mental Health: From Awareness to Action"

This year's annual ISE conference will be the first of its kind in the United States, convening innovative thinkers from diverse backgrounds and professional disciplines to address the affect of social factors on mental health. The conference will feature presentations from two prominent public health experts: David Satcher, M.D., Ph.D., the 16th Surgeon General of the United States, and Sandro Galea, M.D., M.P.H., Dr. PH., chair of the Department of Epidemiology at the Columbia University Mailman School of Public Health. The event will take place June 3 and 4 at the Drake Hotel-Chicago, with funding support from the Robert Wood Johnson Foundation (RWJF) and the Kresge Foundation.

For more information or to register for the event, please contact the ISE at [ISE@adler.edu](mailto:ISE@adler.edu).

### FACULTY MATTERS



#### Martha Casazza

Martha Casazza, Ed. D., joined the Adler School this year as the new Vice President of Academic Affairs. With 20+ years of experience in higher education, Dr. Casazza, a former Fulbright Senior Scholar, brings a depth of understanding and energy to her role on the School's leadership team. She previously served as dean of National-Louis University's College of Arts and Sciences.

In her new role at the Adler School, Dr. Casazza oversees development and administration of all academic policies, programs, and budgets for the School's Chicago and Vancouver Campuses. Specific responsibilities include new

and existing degree programs as well as other educational offerings, academic personnel, online learning, training, and community engagement, libraries, institutional research, academic support, and continuing education.

"There is a tremendous sense of energy and innovation at the School, and I am excited to join the Adler School's leadership team at this pivotal time," says Dr. Casazza.



#### Michael Mandrusiak

Michael Mandrusiak, Psy.D., is a core faculty member on the School's Vancouver Campus, a position that keeps him busy as a professor, seminar leader, and

primary advisor to students. He also is involved in planning a proposed Vancouver Campus Psy.D. program. In addition to activities aimed at fostering the success of the Vancouver Campus students, Dr. Mandrusiak is engaged in advancing the profession through his work as the Chair of the Community Engagement Committee of the British Columbia Psychological Association, for which he is the Public Education Coordinator for his region. The purpose of the committee is to promote increased awareness among the public and among members of the B.C. government of the need for accessible mental healthcare.

Though all of these activities are rewarding, Dr. Mandrusiak most enjoys the time he spends instructing and advising students.

"Helping students to learn and grow through challenging times of transition in their professional development is very rewarding for me," said Dr. Mandrusiak. Currently, he teaches the Basic Assessment and Intervention Skills course and enjoys "helping students to begin to try on their counselor roles as they practice their new-found skills."

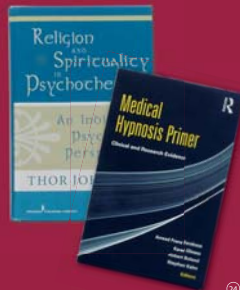
### THE FACULTY BOOKSHELF

#### Religion and Spirituality

Thor M. Johansen, Psy.D., an adjunct faculty member at the Adler School, published *Religion and Spirituality in Psychotherapy: An Individual Psychology Perspective*, in December 2009 (Springer Publishing Company). The book provides methods and case examples as guidelines for applying Adlerian psychological practices to clients of each of the world's major religions.

#### Medical Hypnosis

Stephen Kahn, Ph.D., Director of the Adler School's Clinical Hypnosis program, advocates for the integration of hypnotic techniques with standard medical care for treatment of stress and anxiety issues in a book he co-authored, *Medical Hypnosis Primer: Clinical and Research Evidence*, published in 2010 (Routledge).



## ALUMNI SPOTLIGHT

### PROVIDING PARENT EDUCATION IN ISRAEL

The Adler School's Alumni Spotlight recognizes outstanding graduates who are innovators in the field of professional psychology, continuing the work of Alfred Adler by aligning their personal passion and professional practice with a commitment to social justice.

Joseph (Yosi) Prinz (Psy.D. in Clinical Psychology, 1991) has traveled a long distance from his days as a student at the Adler School. He now lives and works in the center of Jerusalem, within walking distance of the Walling Wall and the Temple Mount, and is a member of the Israeli Clinical Psychologist Association.

After he graduated from the Adler School, Dr. Prinz wasted no time in putting his Adlerian ideals into practice as a professional working with children and families.

Dr. Prinz is the founder and president of the non-profit Israeli Association for Parent Guidance, for which he developed HADARIM, a parent and teacher guidance program that changes communication, patterns, and relationships in the home of participants. Dr. Prinz has used the HADARIM program in 250

kindergartens and primary schools in Israel, which increased communication between parents and teachers, and increased cooperation in and between the children's classrooms and homes.

The program was so successful that he went on to develop a unique parent education program in cooperation with the Ministry of Education of Israel, which is now used in Chile, Peru, and Guatemala.

Dr. Prinz, who experienced the Holocaust and loss of his father when he was 4 years old, says, "I believe that Adlerian psychology is well-suited to working with children, young adults, and teachers. I am happy that I had the chance to get my doctoral degree at a school that teaches ideas I truly believe in."



Joseph (Yosi) Prinz, Psy.D., talks with Jewish mothers and teachers in a classroom during a HADARIM class, a program Prinz started to develop positive communication between adults and children.



**ADLER**  
SCHOOL of Professional Psychology

65 East Wacker Place, Suite 2100  
Chicago, IL 60601-7298

Non-Profit Org.  
U.S. Postage  
PAID  
Oak Brook, IL  
Permit No. 100

THE VANCOUVER CAMPUS | 1090 West Georgia Street, Suite 1200 | Vancouver, BC V6E 3V7, Canada

HOMECOMING 2009

FOR MORE PHOTOS VISIT US AT [ADLERSCHOOLFACEBOOK.COM](http://ADLERSCHOOLFACEBOOK.COM)