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Gemeinschaftsgefühl SUMMER 2014

A MAGAZINE FOR ALUMNI AND FRIENDS OF THE ADLER SCHOOL
Connecting Communities with Care

In Chicago’s Chatham community, pre-doctoral intern Kalena Peterson (at left) and post-doctoral fellow Kelley McKeever, Psy.D. ‘13, are among the Adler Community Health Services (ACHS) staff providing needed psychological services to students and their families at St. Dorothy School.

The elementary school is part of the ever-expanding network of agencies working with ACHS to help strengthen vulnerable communities. Most recently, ACHS has established a neuropsychology clinic for people without insurance or otherwise unable to pay for evaluations that can change their lives. Read more, page 6.

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FROM THE PRESIDENT

I STRONGLY BELIEVE—as Alfred Adler believed, and as we as a school community believe—that connectedness transforms.

Adler taught that pursuing connectedness to others is innate to every one of us. It is the human condition; it is essential to living in society with others. It is Gemeinschaftsgefühl, social interest—the connectedness to the well-being of others that leads to mental and community health.

Consider what connectedness can accomplish, what happens when people and communities engage to improve conditions and the societies in which we live. The United States has followed Canada’s lead to prioritize health care access for all—and act on it. The mainstream recognizes marriage equality as a right for all, and states and countries are changing their legal and social structures to support that. These are transformational changes in our lifetime. Close to home, our interconnectedness to our school community believe—that connectedness transforms. As Alfred Adler believed, and as we as faculty, students, staff, alumni, trustees, community partners, donors, and friends—willing to engage, deliberate, and envision—gave rise to this decision.

It will shape our future as we begin our strategic planning this fall, determining how we transform our school into a university that advances our unique mission in ways we might not yet imagine. It will determine what more we can do as an institution of higher education, and as practitioners uniquely engaged to support communities in challenging entrenched systems and social structures.

Our connectedness transforms us; through it, we create the society we envision.

Raymond E. Crossman, Ph.D.
President
Adler School of Professional Psychology
On November 14, 2013, the Board of Trustees of the Adler School of Professional Psychology approved a name change for our institution. In January 2015, the Adler School will officially become known as Adler University.

This historic decision is the outcome of more than a year of discussion, qualitative and quantitative research, and extensive input from alumni, students, faculty, staff, and community partners, as well as prospective students and advisors. We embarked on this change understanding that our current name does not reflect the breadth and depth of our institutional, student, and faculty work, nor our aspirations for the future. The term “school of professional psychology” requires institutional, student, and faculty work, nor our aspirations for the future. The term “school of professional psychology” requires not reflect the breadth and depth of our understanding that our current name does not reflect the breadth and depth of our

Internal and external research to test strength of support for four name options that retained the Adler name and legacy. Adler College, Adler Institute, Adler School, and Adler University. All research also solicited qualitative comments and suggestions for additional names. Focus groups took place at the Chicago and Vancouver campuses for faculty, students, and staff, alumni, and community partners and funders.

Surveys were also developed and disseminated, tailored to current students, faculty and staff, alumni, and community partners and funders. In addition, we conducted external surveys to test the viability of naming options among potential prospective students, current undergraduate students, and advisors and influencers of undergraduate students.

More than 1,000 people provided input. Common themes addressed strong preference for a name that:

- Conveys prestige and credibility;
- Is broadly understood and globally recognized;
- Aligns with the Adler name, our legacy and mission, and socially responsible practice;
- Helps support internship and career opportunities, access to institutional grants and funding, growth of research opportunities, and wider recognition among our peers; and
- Is enduring, lasting, and most inclusive—allowing for our long-term evolution.

Internally, Adler University was preferred most as the name best serving our needs. Externally, potential prospective students and undergraduate students strongly preferred this name as well. All of our internal and external research was compiled and presented to the Board of Trustees. The research guided the Board to a clear decision that Adler University is the name that best addresses our needs, and will most robustly support our vision.

Like many institutions, our name has excluded most of our students, faculty, and graduates, who represent counseling and our other academic programs outside professional psychology that also advance our mission.

The Board of Trustees determined a new name was necessary to address these concerns, and to more robustly support our vision as “the leading academic institution advancing socially responsible practice, healthy communities, and a more just society.”

We plan to officially become Adler University in January 2015. Until then, we remain known by and operate under our current name, the Adler School of Professional Psychology.

How was the name Adler University determined? Who was involved?

In fall 2013, at the direction of our Board of Trustees, the Adler School undertook additional names.

Proactive participants included potential undergraduate students for alumni and the official date that we will change our name to Adler University.

This page also includes links for our alumni, prospective students, colleagues, community partners, and others to contact us directly with questions throughout our name change process. We invite everyone to do so and remain connected with us throughout this exciting, important transition in our history and toward our future.
A two- to three-month wait for neuropsychological evaluations at Adler Community Health Services points to the need among those with a range of problems and no way to pay.
RECENTLY DIAGNOSED WITH A SEIZURE DISORDER, the 30-year-old woman came to Lydia Wardin and the Adler School's new Adler Community Health Services (ACHS) Neuropsychology Clinic with a complex medical-social history and no insurance coverage.

She hoped to find out whether returning to school was even possible with her seizures, struggling memory, and cognitive problems. During her daily outpatient evaluation with Wardin, details came to light. A history of suffering sexual abuse, with no medical attention. Multiple traumatic brain injuries as far back as childhood. Anxiously.

“She was on a lot of medication to control her seizures,” says Wardin, a fourth-year student in the School’s Doctor of Psychology in Clinical Psychology (Psy.D.) program in Chicago. “She wanted to go back to school, and just didn’t know if she could do that.”

The woman is among a growing number of Chicago-area men, women, and children referred to ACHS and its new clinic providing comprehensive, individualized neuropsychological evaluations for adults and children ages 9 and older. Clinicians in training like Wardin conduct the evaluations under the supervision of board-certified clinical neuropsychologists on faculty.

Comprehensive neuropsychological evaluations normally cost up to $5,000 and are covered in part, if at all, by many insurance providers. The ACHS clinic primarily sees clients with no insurance at all, and provides evaluations for them on a sliding-fee scale.

Opened last September, the clinic already has a two- to three-month wait among clients referred from Chicago-area primary-care providers, neuropsychology and other private practitioners, local community colleges, hospitals, and community agencies.

“We made a conscious decision to see those patients who don’t have the money for these services,” said Douglas Whiteside, Ph.D., ABPP/CN, Professor of Clinical Psychology in Chicago, and ACHS Neuropsychology Clinic Coordinator. He also is Neuropsychology Coordinator for the Chicago campus’ Psy.D. program, responsible for developing and implementing the ACHS clinic.

“People hear ‘neuro’ and think of brain scans and imaging, which is not the case in outpatient evaluation.” Whiteside said. “In neuropsychology, it’s very important to understand you need to integrate research and practice,” Whiteside said. “When students come their first year, we want them active in our neuropsychology student group and active in research. They’re doing research their second year while beginning the neuropsychology sequence. In their third year, we expect them to take leadership roles and present research in classes.”

Within the concentration’s didactic four-course sequence, Whiteside teaches three foundational courses on assessment. Linda Rice, Ph.D., ABPP/CN, Assistant Professor, teaches a course on neuropsychological interventions that provide training experiences with patients coping with cognitive and behavioral problems, resulting from neurological disorders like stroke and traumatic brain injury. The fifth course, on pediatric neuropsychology, is taught by nationally recognized pediatric and rehabilitation neuropsychologist Linda Lustig, Ph.D.

In addition to highly structured coursework, neuropsychology training requires additional time in research and practice.

The comprehensive evaluation also enables Wardin to extensively talk with clients, uncover information, and parse through complex situations, she says. For example, Wardin and Whiteside worked together with a 9-year-old girl diagnosed with attention deficit hyperactivity disorder (ADHD) and struggling in school. In talking with her and her family, “when we heard she was 1 pound, 4 ounces at birth—that has a lot of long-term developmental implications,” Whiteside said.

After testing and evaluation, Wardin meets with Whiteside or Rice to identify recommendations and any appropriate diagnoses. She develops and reviews findings with each client about two weeks after evaluation. With client permission, or in work with agencies in which case managers are involved, ACHS also releases information to the referring provider.

For the family of the 9-year-old girl with ADHD, Wardin’s report provided recommendations and information to work with the school district. “We also helped her parents better understand their child and her developmental behaviors,” she said.

The woman struggling with seizure disorder and the effects of past trauma and brain injury. Wardin was able to provide validation. “This is what you’ve been experiencing. It’s what you can do,” Wardin said. “She was very intelligent, and it was important to separate her problems from that.”

"She was very intelligent, and it was important to separate her problems from that."

If she wants to pursue higher education, she can. We provided accommodations she can request and some strategies to apply.

“This is what you can do,” Wardin said. “She was very intelligent, and it was important to separate her problems from that.”

Wardin’s work and that of others through ACHS are making a powerful impact, Whiteside said. “We’re serving underserved populations. There aren’t a lot of places that can do what we’re doing to fill the need.”

“People hear ‘neuro’ and think of brain scans and imaging, which is not the case in outpatient evaluation.”

“The recommendations can help an individual put the pieces of his or her life together.”

– Lydia Wardin, Adler School clinician in training
A registered clinical social worker, registered art therapist, philosopher of consciousness studies, and author, Eleniak is Program Director for the Adler School’s new Master of Counselling Psychology: Art Therapy program in Vancouver, British Columbia.

**QUESTION:** Tell us a bit about your background.

I graduated as an art therapist from the British Columbia School of Art Therapy in Victoria. I was already a clinical social worker at the time, and went into art therapy because I wanted to work more with children and youth. I knew I needed to develop meta-verbal skills—skills that can take therapy beyond words.

I did my post-graduate internship working with severely emotionally disturbed children and their families. I was extremely fortunate to have Dr. Marie-Jose Dhaonie, one of Canada’s foremost pioneers in expressive therapy, as my art therapy supervisor. This allowed me to develop other expressive therapy skills, which are vital in my work with severely traumatized populations.

In private practice, I work with individuals, couples, families, and groups of all ages. I specialize in trauma, loss and transition, health issues including anxiety and addictions, and mentoring professionals as they develop private practices.

**QUESTION:** What is the need and opportunity for art therapists?

Our new art therapy program comes at a time of growing recognition of the need for meta-verbal therapies, and for practitioners like art therapists who can work in an arena beyond words. Empirical evidence from the field of neuroscience is increasingly validating the need for meta-verbal therapy by showing, for example, that trauma is stored in non-language parts of the brain.

It validates the absolute need for anyone in the healing professions to develop knowledge and skills in the healing power of approaches beyond language: art, creativity, imagination, and imagery. The need in counselling is increasingly recognized, and there is increasing demand for art therapists and the unique skills they bring.

**QUESTION:** What makes the Adler School’s program in art therapy unique?

The program is unique because it is delivered within the context of the School’s vision ‘to be the leading academic institution advancing socially responsible practice, healthy communities, and a more just society.’ This was one of Alfred Adler’s commitments, and it remains the context in which we train our art therapists as socially responsible practitioners.

**QUESTION:** What is the need and opportunity for art therapists?

This means that we provide specific training in art therapy as social action. Our students can work at both the individual and societal levels in the pursuit of justice. This is operationalized in the classroom and through practicums, when students go into communities to implement art projects that meet needs. It helps to solidify the attributes of a socially responsible practitioner: the abilities to embrace diversity; build bridges across social, economic, cultural, racial, and political systems; support people to be empowered to solve shared problems; and foster development of social equality and justice through compassionate action.

My personal vision is that our art therapy studio influences and impacts all of our programs, students, staff, and faculty. I hope that it brings a creative flux that propels us to continue to explore new ways of promoting social change, serving clients, and learning in creative, cutting-edge ways.

**QUESTION:** What is the need and opportunity for art therapists?

At the Adler School, you are known for your ‘Image of Ethics’ assignment. Tell us about this.

I love to incorporate art-making assignments in all of the courses I teach, even if they are not specifically art therapy courses. Since the 1990s, I have worked with an assignment at the Adler School that I call ‘Image of Ethics.’ As the final assignment in their ‘Professional Development and Ethics’ courses, students are asked to work with art materials and create a personal image of Ethics to take into their offices after graduation—as a physical reminder to always practice at the highest level of integrity.

**QUESTION:** What is the need and opportunity for art therapists?

They can make whatever they want—masks, pictures, boxes, furniture, mobiles, aquariums, collages—and they write a paper describing the process they went through making the object, and the connections they make from the Image to Ethics that they want to remember as a practitioner. They then present their image to the class and talk about the connections.

Over the years, I have bumped into many alumni, and they immediately begin talking to me about their Image of Ethics. Often, they bring me into their offices to show me that they still have their images with them. Recently, I went to my doctor’s office. Just as my doctor was about to begin our appointment, an Adler alumna I hadn’t seen in 15 years rushed in. She gave me a big hug and told the doctor, ‘This is my most favorite teacher ever!’ She took me by the hand into her office next to his—they now work in medical counselling—to show me that she had her Image of Ethics still with her. Only later did I find out she was the specialist’s wife! This made me feel less bad about keeping the poor guy waiting for me.

After seeing hundreds of students’ Images of Ethics, I continue to be surprised and delighted when something new presents itself, which happens again this year. For all of those students and those of us privileged to see their presentations, the visual impact remains with us long after the words spoken in the class dissolve into distant memory.

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Manghi Scholarship awarded, 2014 lecture to be announced

Students, faculty, and community guests joined the Adler School in Chicago last fall for the 2013 Elina Manghi Memorial Child and Adolescent Psychology Lecture, featuring nationally recognized researcher and author Mary Fristad, Ph.D., ABPP, Professor of Psychiatry at Ohio State University.

At the lecture, the Adler School recognized Katie Rhodes as recipient of the 2013 Elina Manghi Child and Adolescent Psychology Diversity Scholarship, designated for students enrolled in the Doctor of Psychology (Psy.D.) in Clinical Psychology program studying child and adolescent psychology. Rhodes, who has completed practicums with Chicago Public Schools and United Stand Counseling Center advocating for underserved and ethnically diverse students, is developing a dissertation examining gendered career role expectations of high-school females. Presenting Rhodes with her scholarship award were Adler School President Raymond E. Crossman, Ph.D., and Dennis McGuire, Ph.D., who established the memorial with the Adler School in honor of his wife after she passed away in 2012.

The annual lecture in her name features a leading figure in the field of child and adolescent psychology, whose work exemplifies the qualities and principles she espoused and taught. The diversity scholarship is presented to students in the field to which Manghi dedicated her life, with focus on working with underserved populations.

The 2014 lecture will be announced this summer. For more information on the memorial and to contribute to the scholarship fund, visit adler.edu/manghi.

Chicagoland LGBTQ Services Directory launched

This spring, the Adler School’s LGBTQ Mental Health and Inclusion Center launched the Chicagoland LGBTQ Services Directory—the first comprehensive, searchable website of resources for LGBTQ people in Chicago and its near suburbs. Adler School students and faculty spent more than a year researching and reaching out to agencies to gather searchable information on hundreds of services specific to LGBTQ people, from basic needs such as employment and shelter, to social resources, mental health treatment, and legal support provided by more than 170 agencies.

“The concept came from years of constant struggle among myself and other clinicians working to find up-to-date resources for LGBTQ clients,” said Kevin Osten-Garner, Psy.D., Director of the Adler School’s LGBTQ Mental Health and Inclusion Center and a licensed clinical psychologist specializing in work with LGBTQ issues, severe mental illness, and chemical/behavioral addictions. Osten-Garner also serves as the School’s Associate Vice President for Academic Affairs, Division of Training and Community Engagement.

Service providers can use the site to directly request that their resources be considered for directory inclusion. chicagolgbtservices.org

New degree programs enrolling students

The Adler School will launch a new Doctor of Couple and Family Therapy program in Chicago this fall, along with a new Master of Counselling Psychology: Art Therapy in Vancouver. Also expected to launch is a new online M.A. in Nonprofit Management.

In fall 2013, the Adler School enrolled its first students in three new programs: an online/blended M.A. in Emergency Management Leadership, an online M.A. in Psychology: Specialization in Military Psychology, and an M.A. in Public Policy and Administration at its Chicago campus, offering concentrations in Human Rights Advocacy and Urban Mental Health.

adler.edu
This summer, five law enforcement officers, firefighters, and teachers—all Adler School students—will spend 48 hours as incident commanders leading rescue and recovery from a collapsed building.

They will create operational plans and provide technical support. They will search for victims, and provide care for emergency response personnel.

Their work actually will be part of a complex disaster simulation using state-of-the-art software that emulates the operational activities of an actual emergency operations center—providing intensive tactical training for these students enrolled in the School’s M.A. in Emergency Management Leadership program. Beyond the simulations, the program is offered entirely online.

“The field of emergency management is moving from paper-based recordkeeping to automated digital and computer-based documentation—so use of management software is quickly becoming the norm,” said Michael Schulz, M.S., a former law enforcement officer and fire department command officer, and head of a Chicago emergency management consulting firm, who directs the Adler School program.
Shulz explained that emergency management professionals—and Adler School students during the simulation—use simulation software for training in multiple critical ways: monitoring impending hazards and threats, tracking personnel and resources available for disaster, enumerating operational priorities, documenting activities and distribution of emergency personnel and equipment, coordinating operations with other emergency management and first-response agencies, and maintaining required documentation for after-action reports and financial reimbursement.

Over the two-day training, “students will be required to critically analyze and create an action plan quickly,” Shulz said. “They will have no knowledge about the situation until arriving on site. Using experience and concepts learned in the classroom, they will make decisions and get to see the real-time results of those decisions.”

The two-day simulation is one of three residency weekends for the students over the course of their two-year program at the Adler School. It prepares emergency management professionals to lead disaster prevention, preparedness, response, and recovery efforts while also—uniquely and systematically—addressing the psychological trauma sustained by victims and emergency response personnel.

After each residency, students return home across the country to their lives, their jobs, and their online coursework as Adler School students.

For students like Stephanie Leinwohl, the blended degree program is ideal: blending hands-on training during the face-to-face residency weekends, with online courses that can be completed from anywhere, any time.

“Online education grows
Across the country, blended and online enrollment continues to grow as prospective students increasingly seek programs offering flexibility and balance with their work, family, and life commitments. In 2013, more than 7 million higher education students took at least one online course—continuing growth at a pace much higher than that for overall higher education enrollment,” reports Babson Survey Research Group in partnership with the College Board.

To ensure a range of options for prospective students, the Adler School offers blended or fully online master of arts programs in addition to its on-campus doctoral and master's programs in Chicago and Vancouver.

The School’s online degree offerings include emergency management leadership, criminology, military psychology, and industrial and organizational psychology. Another, in nonprofit management, is scheduled to enroll its first cohort of students this fall.

Expert course development, design, and execution is critical in producing a successful online learning experience. At the Adler School, coursework is developed by field experts like Shulz who are specially trained in online instruction and receive ongoing support from a dedicated team of instructional designers and multimedia experts.

“Each course is created by design and content experts who ensure the proper tools and resources are in place for an ideal interactive online experience,” said Sarah Fornere, Director of Design and Delivery, Department of Online Education.

High standards and evaluation also ensure a consistent application and a positive student experience. Said emergency management leadership students, for example, examine legal processes in multiple countries and create wiki pages that document their findings. A wiki page is an online database that allows people to add, modify, or delete content in collaboration with others. In the M.A. in Industrial and Organizational Psychology program, students create work-related deliverables such as business plans that can be shared electronically and collectively discussed through online discussions.

To teach an online course, Adler School faculty receive specialized training—including a course in which they are the students. “Faculty get a different perspective during training—they get to see what it’s like to be a student and experience a course as a student would,” Fornere said.

The result is an intensive program of learning for real-life application and a positive student experience. Said emergency management student and certified emergency manager Mindi Mattison: “I’m thinking about things differently and this is positively impacting my work and the decisions I make.”

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“In one of the best things about online learning is meeting so many different people with different levels of experience who come from diverse backgrounds.”

— Stephanie Leinwohl

The maximum number of students in every online class at the Adler School.

In recent studies, students in small online classes report learning more and engaging much more strongly with classmates and faculty.
The third- through seventh-grader students in a World Scholars Program at Chicago's Village Leadership Academy examine these issues as part of their school curriculum, focused on social justice decision-making and critical thinking skills. Guiding them in developing these skills are Adler School students.

"I am often left speechless by their powerful insights, social awareness, and wise-beyond-their-years responses," Tessa Foy said. Foy is among six Adler School students devoting their Community Service Practicum (CSP) this spring and summer to working with the World Scholars Program.

The CSP is the Adler School’s unique non-clinical experience for its first-year clinical students. Over six months, they each devote 200 hours to working with community-based organizations like Village Leadership Academy to help advance programs and social justice goals. Through CSP projects, Adler School students in Chicago and Vancouver collectively provided more than 67,000 hours of direct community service last year.

At Village Leadership Academy, the Adler School students work with World Scholars faculty and students, and provide input on social justice components of curriculum development. The World Scholars Program is a year-long after-school program to develop students as future leaders.

"We’re helping train students to become global leaders," said Amanda Hofbauer. Like Foy, Hofbauer is a student of the Adler School’s Master of Arts in Couple and Family Therapy program.

For Nakisha Hobbs, principal and co-founder of the Village Leadership Academy, the CSP partnership between the World Scholars Program and the Adler School is mutually beneficial.

"Having Adler School students on site not only influences curriculum development, but also allows us to document and share the work that is happening in the classroom," she said.

Lauren Eagle, another Adler School Master of Arts in Couple and Family Therapy student completing her CSP at the Academy, said she has "vastly" benefited working with the Academy’s students and faculty, and its diverse learning environment. "My experience at the Academy as a whole has definitely shaped my future professional approach as a therapist."
GEMEINSCHAFTSGEFÜHL

INSTITUTENEWS

Work advances through the Adler School’s institutes engaging policyholders and communities with new, evidence-based approaches for promoting community mental health and well-being.

Assessing community impact of redeveloping former coal plant sites

THE CHICAGO COMMUNITY TRUST awarded the Institute on Social Exclusion (ISE) and its Center on the Social Determinants of Mental Health a $74,000 grant to lead a health impact assessment (HIA) of proposed redevelopment plans for the sites of two decommissioned coal power plants in Chicago’s Pilsen and Little Village communities. The ISE team has engaged community residents, officials, and organizational leaders in examining recommended land use options and reporting on potential health impacts in Little Village and Pilsen. Its report will be released later this year.

The Fisk and Crawford coal plants were among Illinois’ largest emitters of toxic chemicals before their closure in late 2012. Last fall, a Fisk and Crawford Reuse Task Force recommended options for repurposing the sites to create needed open space. adler.edu/ISE

Establishing citywide restorative justice training, practice, and evaluation

TERRELL, 16, LIVES ON CHICAGO’S WEST SIDE. He’s African-American. At home, his family struggles to have enough food to eat and make ends meet. In the neighborhood, kids harass him. At school, he’s been bullied for months. One day at school, Terrell pushes one of those bullies against a locker. Instead of going to the principal’s office to work out the scuffle, Terrell—like thousands of other Chicago Public Schools students—is sent to a police room at the school to face assault charges.

He receives a week’s suspension, from which he never returns. Now facing criminal charges, Terrell enters what is called the “school-to-prison pipeline.”

Restorative justice holds the potential to reduce the number of students like Terrell who enter that pipeline—and to simultaneously increase public safety, reduce costs to society, and reduce the devastating impact on disproportionately affected communities of color.

The Adler School Institute on Public Safety and Social Justice (IPSSJ) and Chicago’s Albany Park Neighborhood Council in partnership with agencies throughout Chicago have established a new restorative justice initiative made possible by a $500,000 grant by The Woods Fund of Chicago.

The partnership will strengthen and expand Chicago’s restorative justice movement—and help provide a model for restorative justice policy, practice, community leadership, and adoption that tangibly reduces the disproportionate representation of youth of color in the justice system.

Restorative justice is a powerful, evidence-based alternative to punitive criminal justice. When a crime is committed, restorative justice brings together affected victims, offenders, and communities to actively and consensually identify steps to repair the harm done, and hold the offender accountable for implementing them.

Restorative justice is widely instilled and practiced in many countries including Canada, the United Kingdom, New Zealand, and Austria in response to non-violent crimes. In the United States, it is practiced in a small but growing number of American schools and municipalities.

Growing research and evidence demonstrates that compared to traditional punitive approaches to crime, restorative justice approaches result in significant drops in recidivism and public safety spending.

The two-year initiative through the IPSSJ and its partners will:

• Advance change in Chicago schools, communities, and justice systems that will reduce the disproportionate representation of youth of color in the justice system—through strengthening policy and practice, building a movement, and developing community leadership.

• Build strong evidence of support for shifting policies and resources to restorative and preventative approaches—through building organizational capacity, advancing coalition-building, and strengthening policy and practice.

• Build strong alignment among organizers, practitioners, and other restorative justice advocates to collectively shift policy away from state and school punishment toward community-based, trauma-informed restorative alternatives.

“More than ever, Chicago and Cook County need viable solutions for reducing youth violence while also reducing costly and largely ineffective juvenile detention admissions—and to achieve both, neighborhoods must build local community capacity to resolve youth crime and conflict,” said Elena Quintana, Ph.D., IPSSJ Executive Director—a clinical/community psychologist with longtime experience in alternative justice approaches and program evaluation. adler.edu/IPSSJ

Pilsen has .54 acres of open space per 1,000 residents—well short of the 4 acres recommended in metropolitan Chicago’s “GO TO 2040” comprehensive regional plan.

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noun

1. a system of criminal justice that focuses on the rehabilitation of offenders through reconciliation with victims and the community at large
2. a form of criminal justice that emphasizes restorative justice policy, practice, community leadership.

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Scholarship Support

The Adler School invests more than $1 MILLION in annual scholarships to support and reward student engagement with communities. Every year, more than 10 TYPES of scholarships totaling up to $10,000 a year or more are awarded for new and returning students. Also offered are special-focus scholarships such as the Elina Manghi Memorial Scholarship in Child and Adolescent Psychology, and professional development scholarships for students presenting at professional conferences.

Facts and figures about the School, our students, and our graduates

Groundbreaking Programs

The Adler School is known for:

- Establishing a nationally recognized Military Clinical Psychology track within our Doctor of Psychology in Clinical Psychology program, the first program of its kind in the United States
- Establishing western Canada’s first Psy.D. program
- Offering one of the United States’ largest and best-known art therapy programs
- Offering the only master’s program in the United States that offers a dual counseling and sport psychology credential—our M.A. in Counseling: Specialization in Sport and Health Psychology

Distinctions

Among many distinctions over the years, the Adler School has been:

- NAMED multiple times as a Military Friendly School by G.I. Jobs magazine, among the top colleges, universities, and trade schools doing the most to embrace America’s military service members and veterans as students.
- RECOGNIZED with the National Council of Schools and Programs in Professional Psychology’s Advocacy Award, for outstanding contributions in education and training in advocacy and public interest issues.
- HONORED by the J.W. McConnell Foundation with a Community Service-Learning Award, for the Vancouver campus’ work with its longtime community partner Family Services of North Shore, for community initiatives supported by robust community service-learning partnerships, and innovative approaches that transform relationships, structures, policies, and/or mainstream practices.

Competitive Admissions

The Adler School received more than 1,400 applications for 381 new student seats for fall 2013. This year’s class of new students entered the Adler School with an average grade point average (GPA) of 3.31

Small Classes

The average class size at the Adler School is 11.1

Graduate Feedback

More than 92% of Adler School graduates report satisfaction with their choices of profession, according to our latest alumni survey. More than 95% say their decision to earn their advanced degree has been valuable in:

- Securing and preparing for jobs
- Preparing for licensure and professional practice
- Receiving promotions or raises
- Achieving personal growth
- Receiving recognition in the field
- Developing professional networks

Community Impact

The Adler School’s 1,200+ students are providing an estimated 744,000 hours of service to more than 195,000 people annually, through clinical and non-clinical practica with community organizations. More than 650 human service agencies partner with the School to provide clinical and community service practica for Adler School students, enabling them to serve underserved clients and communities.
Get involved: Adler School Alumni Ambassadors

THE ADLER SCHOOL’S ALUMNI AMBASSADORS are alumni volunteers who give back to the School and support current students through a range of programs by:
• Speaking to campus student organizations that seek alumni expertise for their programs and events.
• Mentoring individual students and small groups.
• Discussing issues and advice by leading roundtables for students on a variety of topics.
• Sharing their success by submitting an alumni profile for adler.edu/alumnispotlight, or guest blogging for the School’s blog, at adler.edu/blog.
• Encouraging prospective students to attend the School by attending admission open houses or answering questions about their Adler School experiences via phone or email.

Additional creative ways to volunteer are welcomed. To share ideas or get involved, contact Wendy Crupper, Director of Alumni (Chicago), at wcrupper@adler.edu or 312.662.4036, or Stephanie Haslam, Manager of Student and Alumni Services (Vancouver), at shaslam@adler.edu or 604.699.3578. • • •

Honoring our outstanding alumni

THE ADLER SCHOOL and its Alumni Association have recognized the following graduates with 2013 Alumni Awards for their outstanding professional accomplishments as well as their commitment to the School’s mission.

Adriana Gutierrez-Diaz, M.A. ’13, was honored with the Bill Powers Outstanding Graduate Award in Policing Psychology. She has served as a Chicago police officer since 2001, handling a variety of assignments including the investigation of crimes in progress and answering calls for service in the areas of gangs and narcotics.

Ela Aftahi, Psy.D. ’11, was recipient of an Outstanding Alumni Award for her work in the criminal justice system. A psychologist with the Harris County Community Supervision and Corrections Department in Houston, Texas, she is developing and launching the county’s inaugural psychological services program.

Steven Stein, M.A. ’79, was recipient of an Outstanding Alumni Award recognizing his long history of leadership service to the North American Society of Adlerian Psychology (NASAP) and the field. He was also lauded for his multiple achievements promoting Adlerian psychology and values. Read more about them and other alumni: adler.edu/alumni.

Alumni Spotlight

“I am committed to de-stigmatizing counselling and educating the community of how counselling can provide a map for healing, growth, and exceptional living.”

Myron Jones, M.A. ’96

Jones is among several Adler School alumni featured at adler.edu/alumnispotlight—for work making a difference in communities locally and across the globe, and passion in continuing the pioneering work of Alfred Adler. Read about them and learn how to submit your own Alumni Spotlight at adler.edu/alumnispotlight. • • •

Meet your alumni contacts

WENDY CRUPPER is Director of Alumni at the School’s Chicago campus. Since joining the Adler School in August, she has helped lead a resurgence of the Alumni Ambassador program, streamlined communications, and created new programming for student groups. Prior to joining the Adler School, she was an associate director at Loyola University Chicago, serving both the Quinlan School of Business and the Office of Special Events for almost 10 years.

“My vision entails the creation of a strong, active, and vibrant community of alumni who support one another as well as the institution,” Crupper says. “I am always seeking ways to expand awareness of resources, programs, and opportunities that are valuable to our alumni as they work to change communities across the globe.”

STEPHANIE HASLAM is the Manager of Student and Alumni Services at the Vancouver campus. Since joining the Adler School in September, she has worked closely with the Vancouver Alumni Board to organize events that encourage alumni to reconnect, and increase alumni presence on campus through invitations to present at the Adler School Colloquium Lecture Series. Prior to joining the Adler School, she worked at the Bahá’í Teachers College as Head of Student Extended Services before returning to Canada to serve as Intercultural Program Coordinator at Vancouver Island University.

“Our alumni are doing some incredible work within the community,” Haslam says. “I am excited about providing more opportunities for current students to connect with alumni and learn about how the Adler School has helped shape what they are doing now.” • • •

Resources

At adler.edu/alumni, find resources including: licensure support, links to external job postings, and upcoming event information.

Events: Read about upcoming campus events and visit our calendar for workshops and programs: adler.edu/alumnievents.

LinkedIn: Join our groups, and network with fellow alumni, organizations, and employers: adler.edu/linkedin.

Job and post-doctoral resources: Visit our database for job postings, external resources, and post-doctoral training opportunities: adler.edu/alumnijobs.

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“SPIRITUALITY AND PSYCHOLOGY ARE THE TWO MOST IMPORTANT TOOLS IN MY DAILY WORK, and they go hand-in-hand.”

Lloyd (Sam) S. Cunningham, SVD, M.Div., Psy.D. ’05
is an Adler School-trained psychologist advancing social change through his work with Hispanic populations in Fort Wayne and Indianapolis, Indiana.

Most of my work has been influenced by my decision earlier in life to become a Catholic missionary priest. I find that my work resonates greatly with Alfred Adler and his vision to help individuals and communities in need. My work with the Hispanic community focuses not only on individual well-being, but also focuses on national reform efforts to benefit the population as a whole.

Spirituality and psychology are the two most important tools in my daily work, and they go hand-in-hand. I find psychology necessary in my pastoral job. Often, individuals approach me using theology as a method of expressing themselves. To best work with these individuals, I must incorporate principles of psychology in my response. Likewise, when individuals express themselves in psychology, I interweave theology.

I once spent nine years in Paraguay, doing missionary work as a pastor of a large rural parish of 35,000 people. During that time, I was mentored by Henry Gran, an Irish Jesuit priest and social psychologist. Knowing my passion for working with Hispanic populations, he invited me to help train Paraguayan educators and businessmen in developing a Christian ethic to use in their fields.

I find myself continually drawn to working with these individuals to advance social change. One of the most rewarding parts of my job is that I get to reach out to individuals, communities, and groups who are marginalized.

Until recently, I served as the only Spanish-speaking psychologist in Fort Wayne, Indiana. I was part of a pastoral staff who worked with Spanish-, Vietnamese- and English-speaking families at St. Patrick’s Parish. The parish is the only one in Fort Wayne that provides Spanish-speaking masses to serve the 23,000 Latinos in the urban area.

I worked with the pastoral team to bring together our Spanish, English, and Vietnamese families so we could create a true intercultural parish. So many different political and cultural groups say that this is impossible, but I believe that working from an Adlerian and Christian framework, it is possible.

I also worked with a medical clinician in the parish who provided sliding-fee and pro-bono services to people who had no health insurance and minimal financial resources. At times, I provided free psychological services to Spanish-speaking parishioners in need. I diagnosed individuals with mental health disorders such as depression, bipolar disorder, and anxiety, and helped them obtain resources such as medicine and counseling services.

In Fort Wayne, I also worked with the Center for Nonviolence batterers intervention program. There, I provided guidance to English- and Spanish-speaking men who acknowledged that they’ve used violence. In groups, we discussed experiences, tools, and motives so that these men understood their behaviors, and could develop tools to prevent future occurrences.
As I worked with these individuals—many of whom are on the fringes of society and often looked down upon—I think: How do we find ways to reach out to these people so they’re no longer on the fringes? How do we take measures to ensure these individuals are incorporated into today’s society in a more healthy way?

My job illustrates that there is an ongoing challenge that we as a society need to address. We need to determine how to break down mental barriers to respond to those individuals on the outside of society. I continually strive to break down the negative prejudices that exist.

This January, I assumed the position of Coordinator of Hispanic Ministry for the Archdiocese of Indianapolis. This change in location and career is redefining my work as a priest-psychologist working in Hispanic communities.

I am also seeking to continue my role as a certified co-facilitator in Indiana for the batterers intervention program, which allows me to stay connected with the Center for Nonviolence in Fort Wayne and the Indiana Coalition Against Domestic Violence. I am always looking for creative ways to provide extended services to victims and batterers. There are few options for treatment for Spanish-speaking batterers especially in the rural areas of central and southern Indiana.

Technically, I oversee all of the Hispanic-ministries within the Archdiocese, which covers central Indiana all the way to the Kentucky and Ohio borders. I specifically oversee 23 parishes that have masses and services in Spanish, and continually seek new areas where the Spanish-speaking population may be settling.

Through the Archdiocese, we have a Leadership Institute that offers a two-year leadership training program and a two-year spiritual directors’ program that prepare Spanish-speaking leaders to serve parishes in various leadership capacities. I help prepare these leaders to respond to needs within the community by encouraging joint collaboration to bring everyone together, regardless of cultural or ethnicity differences.

Presently, under the leadership of Moises Gutierrez, the Director of the Intercultural Ministry Office, we are bringing together a wide breadth of leaders of nationalities and ethnicities. Together, we are formulating an intercultural pastoral plan that would result in an integrated parish, along with services offered throughout the Archdiocese. In addition to representing the Indiana Catholic Bishops’ Conference for immigration reform efforts, I also work with ICAN, an organization that works with immigrants and immigration reform. I am a member of a panel that provides information about the ethical and moral need for immigration reform. I also represent the Archdiocese on the state and national levels as an advocate for Hispanic ministry.

I am grateful for the knowledge that I received through earning my degrees at the Adler School. My master of arts in marriage and family therapy has enabled me to better understand the social context of working with families, which is particularly useful as I provide psychological services to sex offenders I work with.

Graduating socially responsible practitioners, engaging communities, advancing social justice

Alfred Adler taught that individual well-being resides in our connections to those around us, and in the social structures that shape our communities.

Throughout his life, Adler wrote about the responsibility of practitioners to be social advocates, to create the environments that make people healthy. His work was continued by his contemporaries Rudolf Dreikurs, Harold Mosak, and Bernard Shulman, who in 1952 helped co-founded the Institute of Adlerian Psychology.

As the Institute became the Alfred Adler Institute of Chicago, and today the Adler School of Professional Psychology, we have continued to build on our founders’ vision: preparing socially responsible practitioners and sending them into the world to advance social equality, interest, and justice. This revolutionary approach, embedded in everything we do, is what makes the Adler School unique among institutions of higher learning.

Ongoing support from our donors enables the Adler School to advance scholarships, capital projects, endowment, and the work of our Institutes and Centers. It sustains our institutional strength. Your gift makes a tremendous impact—as an investment that supports students as they become socially responsible practitioners who help create a more just and equitable world.

Visit adler.edu/giving to see the many ways you can support the Adler School and make a gift online today.

“How do we find ways to reach out to these people so they’re no longer on the fringes? How do we take measures to ensure these individuals are incorporated into today’s society in a more healthy way?”

SUPPORTERS LIKE YOU HELP US SUSTAIN COMMUNITY ENGAGEMENT.
SOUND BITEs

Read more from these and other Adler School thought leaders at adler.edu/news and adler.edu/blog.

“Children need both positive and negative experiences to build positive self-esteem. By eliminating failure and even minor negative moments, parents are doing their children a disservice.”

Lauren Nichols, Psy.D.

“Parents who ‘snowplow’ deprive kids of learning to clear their own paths”

Neil Bockian, Psy.D.

“A Tribute to a Mentor: Ted Millon”

“In our roles as mentors, we touch others in ways that we may never see but we must always know—so that we honor the sacred trust to nurture other souls, as my mentor did mine.”

Neil Bockian, Psy.D.

“[Our students] receive a robust curriculum, mentorship, and training from faculty and staff. They also benefit from academic advisors who are most often retired or active military personnel themselves.”

Grady Osten-Garner, Ph.D.

“Mastering Military Psychology”