

# The Candor

Adler School of Professional Psychology Community Newsletter



VOLUME 8, ISSUE 6

The Candor is published monthly through the Office of Student Affairs for the students, faculty and staff of the Adler School. Email your feedback and suggestions to [candor@adler.edu](mailto:candor@adler.edu)!

## **The Candor: What do you think?**

What do you like about *The Candor*? What needs to change?

You probably already noticed a new look to *The Candor* this month. We want your input on more we can do to make it a more effective publication for you and the entire Adler School community.

We've put together a quick 10-question survey. Click here [www.surveymonkey.com/s/KXCLBT6](http://www.surveymonkey.com/s/KXCLBT6) to tell us what you think. Please respond by April 20. We'll share some of your feedback and what we plan to do about it in the May edition of *The Candor*!

## **NEWS: HLC visits the Adler School**

The Higher Learning Commission (HLC) visited the Adler School in March as part of its review of our application for an online Criminology degree program. In addition to the application review, the HLC team also confirmed our move to our new Chicago campus.

Following the visit, the team told us it would recommend without reservation that HLC approve our Criminology Online program and future online programs. Team members commended the Adler School for organizing an exemplary visit and meeting all five criteria for best practice in distance delivery.

The team also highlighted how our new campus is attractive, as well as functional, and promotes inclusiveness. They especially complimented our state-of-the-art classroom technology and library resources.

This excellent news and reflects many months of program planning and development. A planning team of staff, faculty, and administrators from across the Adler School coordinated our preparations for the visit. Thanks to everyone who contributed to this successful initiative. Listening to the very positive comments from an external team that spent two days getting to know us and being impressed by our work made us all very proud to be part of The Adler School community.

## **upcoming events chicago campus**

### **Case Conceptualization Panel Events**

Wednesday, April 6  
Thursday, April 7  
4-5:30 p.m.  
Community Hall

### **Adler Society of Organizational Psychology**

Speaker: Mary Jo Bollero  
Thursday, April 7  
5-6:30 p.m.  
Room 16-114

### **Crash: Art Exhibit Opening Reception and Book Reading**

Monday, April 11  
4:30-6:30 p.m.  
Community Hall

### **International Student End-of-Semester Dinner**

Saturday, April 16  
7-9 p.m.  
Sushi Para

### **"Courage to Quit" Training**

Thursday, May 12  
5-9 p.m.  
Place: TBD

## NEWS: Grant awarded to support SRP Project

The offices of Academic Affairs and Development are pleased to announce that the Adler School has received an \$8,000 McCormick Strategic Civic Leader Fellows grant from Illinois Campus Compact (ICC) in support of our Socially Responsible Practice (SRP) Action Plan.

This first-ever ICC grant for the Adler School will support the integration of co-curricular service, leadership development, and curricular activities to contribute to the greater good of our campus, community and society. Special thanks to **Wendy Paszkiewicz**, **Nancy Bothne**, and student **Melissa Dreffin**, for identifying and developing this grant opportunity.

Based on the ongoing SRP project initiated in fall 2010, the “Socially Responsible Practice (SRP) Action Plan” will encompass community engagement, data collection, assessment/evaluation, literature review of professional research, a resulting action plan “white paper” and more. The plan’s creation will rely heavily on input from students, faculty, staff, alumni and community partners.

Illinois Campus Compact is a coalition of colleges and universities that actively engages presidents, faculty, staff and students to promote a renewed vision of higher education: one that supports not only the civic development of students, but also the campus as an active and engaged member of its community.

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## THE CANDOR PROFILE: Karen A. Koch, Psy D.

**Why I do what I do:** I recently joined the Adler School as program director for the Master of Arts in Counseling Forensic Specialization. I have found this a fantastic opportunity to contribute to the field of psychology through training interested students to assist individuals involved in the criminal justice and legal systems.

The new program offers a well-established curriculum for developing practitioner-scholars with an emphasis on understanding the nuances present in correctional settings, court settings, and other legal entities through a forensic psychology lens. My specific area of interest is in law enforcement and providing counseling services to personnel and their families.

**Biggest Achievement:** Having the opportunity to work in a field that is rich in experience and that provides so many challenges as well as rewards. I have thoroughly enjoyed the blend of psychology with criminal justice, which has enabled me to interact with a variety of people in many circumstances and gain an understanding of life from many perspectives.

**Best advice I received:** Every experience, even if it appears bad, is really a good experience, because stumbling blocks can really be stepping stones.

**Influential people:** President John F. Kennedy. I know I am dating myself, but I can still remember his presidential address that inspired me to be proactive: “Ask not what your country can do for you. Ask what you can do for your country.” Personally, this statement motivated me toward political activism, and was the beginning of my social interest resulting in volunteer work in my community and outreach to individuals with fewer resources.

**Career goals:** I would like to continue to research the influence of the police culture on seeking counseling services and ultimately present at more conferences.

**What I like best about Adler School:** The dedicated colleagues I have met, the incredible work each is involved in both at Adler School and in the community, as well as the diversity of students who have such passion for social justice and advocacy.

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## PEOPLE: *The Quest to Introduce: A Q&A With Dr. Rasmussen*

*By Korey Watkins, Psy.D. program student*

As we look around the new campus, we are overwhelmed by fantastic artwork, architectural innovations and, of course, pictures of Alfred Adler himself. However, the Adler School of Professional Psychology is about more than aesthetics. It is also about community and providing the most worthwhile experience for students, faculty and staff.

With this in mind, I encourage all of you to take note of the recently filled office just past the north staircase on the 16th floor. **Dr. Paul Rasmussen**, an esteemed scholar, psychologist and author, recently joined the Adler School community. To acquaint all of us with who he is, both in and out of the classroom, he agreed to answer a few questions:

### **Can you tell us a little about your professional journey?**

After finishing at Southern Utah University, I went to Florida Atlantic and got a master's degree in Experimental Psychology with an emphasis in social development; which I now realize was really instrumental in leading me towards Adlerian Psychology and the way I think about things.

After finishing at Florida Atlantic, I went to the University of Georgia to study Adult Clinical Psychology, with an emphasis in Behavioral Medicine. I also studied Neuropsychology and did my internship at West Virginia University Medical School focusing on neuro-psych. While at WVU, I also worked on the anxiety disorder, chronic pain and eating disorders units.

It was on the eating disorder unit that I had the opportunity to work with patients with serious Axis II conditions and found the process of psychotherapy to be particularly interesting and appealing. It was that experience that changed my career trajectory. I wanted to focus on the whole of the human experience and not limit my attention to one area, which I thought would be the case if I stayed in neuropsych.

I had always planned on going back west after I finished my Ph.D., but it just so happened that Furman University in South Carolina had a job when I needed one. Furman is a great institution and I spent 20 good years there, but it is exclusively undergraduate and I had always wanted to work with graduate-level students. I'm not getting younger, so the opportunity to come to Adler now was appealing.

### **What is it that motivates you to do what you do?**

I have an inescapable fascination with the human experience. We humans have so much great potential, and so much destructiveness. I became a psychologist in order to understand and hopefully do something about it. I realized some years ago that I couldn't *not* think about the human condition, so I determined that I might as well make a career out of it.

### **I know you've already had a career filled with many great accomplishments, but can you tell us if you have any goals you have yet to accomplish?**

My goal is to never stop. I'm sure I'll die with lots of things I still want to do, but I hope to keep filling gaps wherever I see them. I think psychology, generally speaking, is still segmented into camps and is not truly holistic. I think that until all of psychology thinks holistically, there will be things for me to do. So, I continue to think about emotions, but also how they are related to the whole of the human experience. There is a

definite need for people to be singularly focused, but what I'd like to do is to keep reminding people to stand back and not forget there is a forest made up of all the trees.

### **What is the best advice you have ever received?**

Harold Mosak once told me that if all you know is psychology, it wasn't enough. That's motivated me to think far more broadly than the texts and journals introduced to me in graduate school and to consider other resources that discuss and describe the human experience. But also, to get back to my father, his advice was always, "You have a good head on your shoulders, use it." Most times in my life I have, [laughter] and I've always been painfully aware of times I haven't.

### **What impact has Alfred Adler and Individual Psychology had on your personal and professional life?**

Simply put, everything started to make a lot more sense to me once I started thinking in Adlerian terms. I was trained as a social developmentalist, an empiricist, a behaviorist, as a neuropsychologist, as a cognitive-behavioral psychologist, and while I value all of these theories and approaches, and can't dismiss anything about them, what I had learned started making more sense to me as I became more familiar and comfortable with Adlerian theory.

In particular, the ideas of superiority striving, inferiority fears, teleology and holism had a tremendous influence. As I have expanded my thinking to include constructivism and evolutionary thinking, I have come to have an even greater appreciation for the insights that Adler drew upon.

### **There's been a big shift in the field towards Evidence-Based Practice (EBP). What are your thoughts on Adlerian Psychology and EBP?**

While I could go on for hours on the topic, I can say in simple terms that it is the challenge for the Adlerians to demonstrate how what it is they do has EB support. I think it does. I think of lot of the problems are as much semantic as they are empirical. Replace interchangeable terms used in a lot of studies, and you've supported a different theory or idea. Further, it is the burden for those who advocate strongest for EBP to test everything that might be important in a therapy session. I wish them luck.

### **Can you tell the readers a little about your recent book, *The Quest to Feel Good*?**

There is a big schism between the clinical literature on emotional disorders and the non-clinical literature on

emotions. There are clearly exceptions, but counselors and clinicians don't often read the non-clinical literature on emotion, and the emotions researchers aren't that interested in intervention. I don't think there is much qualitative difference between an emotional disorder and "just" an emotion, so there is value in looking at the emotion literature to understand emotional disorders.

This book is an attempt to bridge the gap I've observed and to do so at a level that is scholarly respectable, but at the same time be accessible to others who aren't mental health professionals. I think we ought to focus on what people are all about. They want to try to feel as good in this existence as they possibly can. So we really define the quality of our lives, not independently of thinking, but by how we feel about our lives. Rationalizations are just verbal manipulations to justify what one's done to resolve a bad feeling or to create a good feeling. Logic is almost nonexistent. So, to me, emotions are really primary to the human experience. That's what I'm trying to argue with the book.

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As many of you already know, Dr. Rasmussen makes himself available in a variety of contexts. He's eager to submerge himself in an academic community and to share ideas with faculty, students, and staff. With this in mind, he has decided to undertake a modern version of "Adler Café."

For those less familiar with the origins of Individual Psychology, Alfred Adler made it a priority to make his philosophy accessible to all that were interested. He held regular discussion circles/lectures at a local coffee shop in Vienna. These events continued to grow over time, as did the influence of Alfred Adler.

In keeping with this mission, Dr. Rasmussen, with the support of the Adlerian Society, will hold biweekly meetings on Wednesday evenings. These meetings will serve to provide professional development, expand and explore the theory of Individual psychology, encourage networking among colleagues, and offer a stimulating/refreshing escape from the typical learning environment.

For more information, please e-mail Adlerian Society President **Sarah Hudson** ([shudson@my.adler.edu](mailto:shudson@my.adler.edu)) or Vice President **Korey Watkins** ([kwatkins@my.adler.edu](mailto:kwatkins@my.adler.edu)).

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## INSIGHTS: **The Social Construction of Mental Health and Well-Being**

On March 14 and 16, **Dr. Lynn Todman**, executive director of the Institute on Social Exclusion (ISE), spoke to first-year Adler School students on issues of social exclusion and the institute's development of a Mental Health Impact Assessment tool.

Social exclusion refers the ways individuals and groups are denied access to rights, opportunities and resources commonly available to most people. Dr. Todman explained the ISE is a catalyst for dialogue and action, working to dismantle the barriers that block people from important rights, resources and opportunities. Such barriers include decent housing, quality education and healthcare, fair employment, safety and judicial equality—all crucial to social integration.

The ISE conducts research, education and outreach that highlights how many of our laws, policies, institutions, attitudes and values cause social exclusion.

The foundational premise of social exclusion is predicated on socially constructed concepts such as joblessness, homelessness, and poverty. These concepts are socially constructed, formed on how we have decided to organize our society through elements such as legislation and public policy.

A simple example is public transportation. For the most part, people who cannot afford personal cars use public transportation. The money from transportation then goes to road construction and maintenance, which benefits people who can, in fact, afford to own personal cars.

The concept of social exclusion is meant to reassign pathology from faulty persons, families and communities to the systems and structures in which those communities are trying to negotiate. The only way to intervene in such situations is to use preventative measures in order to cultivate healthy and safe communities.

Dr. Todman explained that health outcomes are largely determined by one's social environment. This concept is referred to as the social determinants of health. In essence, social determinants of mental health mean those elements of social structures most closely shown to affect health and illness, including at minimum: income inequality, food security, housing quality, social status, safety, employment conditions, and access to health/social systems.

Presently, the ISE is developing an 18-month Mental Health Impact Assessment (MHIA) project to assess the impact of public decisions on community mental

health, which is defined as the collective mental health and well-being of a population of people. The MHIA provides information that can be used to act on the social determinants of mental health by assessing and developing recommendations that address the impacts

of public decisions and actions on determinants such as neighborhood environment, material living conditions, public service systems, and broader social and economic conditions.

Learn more about the ISE at [www.adler.edu/ISE](http://www.adler.edu/ISE) or e-mail [ISE@adler.edu](mailto:ISE@adler.edu).

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## PEOPLE: **Get to Know... Jaspreet Gill, Admissions Advisor**

**Professional Affiliations:** British Columbia Human Resources Management Association (BCHRMA)

**Why I Do What I Do:** Working with the Adler School as an Admissions Advisor allows me to guide motivated and excited prospects through the Admissions process at the Adler School. I enjoy learning about each applicant's individual strengths, challenges and aspirations and providing the necessary information to lead the prospect towards fulfilling their goals of becoming a student at the Adler School and impacting social change.

**Career Goals:** I am a strong believer of lifelong learning, and will continue to seek professional and personal growth through expanded job duties as well as supplemental education and training. In the near future, I am hoping to supplement my current education with some coursework from Adler School's Master of Arts in Organizational Psychology program.

**Accomplishments:** In 2009 I completed my Bachelor of Arts degree with specializations in Human Resources Management and Organizational Communication. I have felt very overwhelmed by and appreciative of all the opportunities made possible by specializing in the subject areas I chose.

**Biggest Achievement:** Obtaining my Certified Human Resources Professional (CHRP) designation in December 2009.

**Biggest Disappointment:** My decision to not take part in the co-operative education offered during my undergraduate degree. I would have gained valuable workplace skills if I had chosen to take an additional two terms of study and participate in the co-op program.

**Influential People:** My parents have supported me emotionally, financially and in countless ways throughout my life. I would not be the same person without their positive influences.

**Biggest Challenge:** I found it challenging to move from Vancouver, BC, to Waterloo, ON, for school. Leaving behind family and friends was difficult at first, but I was

able to make very valuable connections with friends and classmates in Ontario. I even grew to enjoy the Ontario winters and the cold/snow they entail!

**Best Advice Received:** I've always been told to look for the silver lining ("Every cloud has a silver lining"). I feel this is something that allows me to be the positive person I am today. I make it a habit to view situations from all angles, and can usually find the positive and concentrate on that. I find this assists in moving past unpleasant situations and resolving issues much quicker.

**Advice I Would Give:** I would advise others to take care of themselves and make their own well-being a priority. With everything going on around us, it is easy to get caught up in completing one task in order to move on to the next. However, taking time to do something you enjoy, or just to relax, makes you much more efficient and mentally stronger to tackle tasks head on, with renewed energy.

**What I Like Best About Adler School:** The Adler School fosters a caring, inclusive environment, and this includes students, staff, faculty and anyone else that is part of the Adler community. Whether you are attending the School, working at the School, or just happen to be visiting, you will always feel welcome and this gives everyone a sense of belonging, nurturing creativity and positive change.

**Biggest Accomplishment while at Adler School:** As I am fairly new to the Adler School, I feel this is yet to come!

**How you promote the mission of the Adler School in your personal and professional life:** As an Admissions Advisor, for most students coming into the School, I am the first point of contact. My interaction with these individuals impacts their view of the School, our programs as well as their decision to consider the Adler School for graduate studies. Therefore, I strive to communicate and embody the mission, vision and values of the school while assisting prospective students with the application process or meeting with them to see if the Adler School is a good fit for their future goals.

**DATELINE: Vancouver**  
**Skills for Mindful Living Series**

The Skills for Mindful Living series is a BC Association of Clinical Counsellors (BCACC) community service initiative (Public Presentation Project), developed in collaboration with the Adler School of Professional Psychology. The project is designed to provide opportunities to the Vancouver community to develop healthy strategies for living, and skills to enhance family relationships.

BCACC Registered Clinical Counsellors will provide educational workshops that help attendants address daily life issues such as stress reduction, parenting techniques, family and couple relationships, conflict resolution, addiction issues, anger management and mindfulness.

Workshops will be held at the Adler School of Professional Psychology Vancouver campus. Presentations are open to 60 registrants. While there is no fee for participation, donations are welcome. Pre-registration is strongly encouraged. Proceeds from the workshops will be invested in the Youth series of Skills for Mindful Living.

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**NASAP - NOT TO BE MISSED!**

**Dr. Bob Powers**, this year's Ansbacher lecturer, will reflect back on the psychology of Alfred Adler. He will illuminate opportunities in the form of challenges that the future may present.

Directly after this lecture is the always elegant **Beecher Reception** provided at no cost to conference attendees through the generosity of the Beecher Foundation.

Register for the conference at [www.alfredadler.org](http://www.alfredadler.org)

**NASAP in Victoria, B.C.**

Victoria is a world-class destination and is on the southern tip of Vancouver Island. Seattle and Port Angeles, Washington, are close coastal neighbors. Nick-named the "City of Gardens", Victoria is known for its mild coastal weather, lush gardens and European atmosphere.

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**The Alfred Adler Institute – APABC Since 1973**

**Style of Life Assessment–I (Life Style)**

A Workshop Facilitated by **Deb Bailey, MA, RCC**

This is an introductory course to the Adlerian "Life Style" assessment process. The course will cover theory, methods of data collection and analysis.

**Saturday & Sunday May 7 & 8, 9 a.m. – 4 p.m.**

The Adler Centre

1818 W. Broadway (at Burrard), Suite 230, Vancouver, BC

**Deb Bailey, MA, RCC**, is an adjunct faculty member of the Adler School of Professional Psychology and the school's Community Service Practicum Coordinator. For many years she served on the Board for the Adlerian Psychology Association of British Columbia (APABC). She is secretary for The North American Society for Adlerian Psychology (NASAP), a former school and district counsellor for the Langley School District, and co-author of the book *Conversation Peace* dealing with restorative justice and mediation. She is also an Adlerian therapist in private practice.

To register, contact *The Adler Centre* at 604-742-1818 • [www.adlercentre.ca](http://www.adlercentre.ca) • [apabc@adler.bc.ca](mailto:apabc@adler.bc.ca)

*The Alfred Adler Institute* is registered with the *Private Career Training Institute Agency of British Columbia (PCTIA)*

**April 12, 2011**

**TEENS**

**Presented by Jim Skinner**

Register online at

[www.bc-counsellors.org/](http://www.bc-counsellors.org/)

**Feedback and suggestions are welcome:**

**Lida Izadi, R.C.C.**

Chair, Member Services, BCACC  
(604)786-5432

[lidaizadi@hotmail.com](mailto:lidaizadi@hotmail.com)



**CONTINUING EDUCATION**

**WORKSHOP FEES:**

APABC Members \$300.00

Non Members \$375.00

Students \$150.00

## PEOPLE: **New at the Adler School**

### VANCOUVER CAMPUS

**Dr. Lyz Sayer** has been appointed program director of the M.A. in Organizational Psychology program in Vancouver. Lyz joined the program as its first core faculty member in January 2010 and has been instrumental in developing the program to date. In her new role, she will continue to teach core organizational psychology courses and provide academic advising to the program's students as well as assume all program director responsibilities.

### CHICAGO CAMPUS

**Dr. Elena Quintana** has been appointed executive director of the Institute on Public Safety and Social Justice (IPSSJ) after a three-month national search with the participation of faculty, administration and staff from both Institutes for Social Change. She will begin

work at the School on May 2. Dr. Quintana comes to us from the Chicago Project for Violence Prevention (CeaseFire) at the University of Illinois at Chicago where she has been the director of evaluation since 1999. CeaseFire works with community-based organizations to develop and implement strategies to reduce and prevent violence, particularly shootings and killings. At CeaseFire, Dr. Quintana recently developed a hospital initiative to prevent retaliations immediately after shootings, a Chicago Public School initiative for highest risk youth, and an Iraq initiative to resolve general community conflict in Basra, Iraq. She is the liaison for CeaseFire to Chicago Police Department.

Dr. Quintana completed her doctorate in clinical-community psychology at DePaul University and her undergraduate work at University of California—Santa Cruz. She lives in McKinley Park with her family.

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## DEPARTMENTS: **Get to Know... The Office of Institutional Effectiveness**

The Adler School seeks to continuously improve its programs and services, and the Office of Institutional Effectiveness (OIE) plays an important role in that process of improvement.

OIE resides within the Division of Academic Enrichment of the Office of Academic Affairs, and conducts a wide array of data gathering, analysis, and reporting for the Adler School. The information is designed to provide extensive organizational intelligence to the administration of the school, as well as provide academic support services to our faculty. Faculty and administration receive support from OIE in the form of alumni survey reports, the annual Student Learning Outcomes Assessment Program (SLOAP) report, the Noel-Levitz *Adult Student Priorities Survey* results analyses, and assistance with programmatic and institutional accreditation reporting, just to name a few.

OIE was known as the Office of Institutional Research just until last August. The name change intends to capture all that OIE does to support informed decision-making at the Adler School. This shift toward effectiveness better encapsulates the broad range of projects the office conducts.

### MEET THE OIC TEAM

**Don Huffman**, director, holds a master of education from the University of Illinois at Chicago. He joined the staff at Adler School in June 2007. Adler School is the third institution of higher education at which Don has been employed as an institutional researcher.

**Katy Kopsky**, assessment coordinator, has worked in the non-profit industry for five years, and at the Adler School for two of those years. She is working on her master of science in higher education from Drexel University, with a concentration in institutional research and planning.

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