

# ADLER CANDOR

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## Admissions Process for Moving from MA to PsyD

If you are a Masters student and are planning to apply for the Fall 2011 PsyD class, please see the following frequently asked questions:

**What qualifies me to apply for the PsyD?** You must have completed a minimum of 24 credit hours of coursework and be active in your clinical practicum.

**What application materials are required?** You are required to submit all new admissions documents including the following:

Application for admission

An updated personal statement and resume or CV

An Adler transcript in addition to transcripts from any institution that you took coursework at after your acceptance into Adler.

Three letters of recommendation: one from your faculty advisor or program director, one from an Adler core faculty member, and one from your practicum supervisor.

**What is the application deadline?** For early consideration, students should submit a completed application by Tuesday, November 16<sup>th</sup>. If approved for an interview, students will be asked to interview on Wednesday, December 15<sup>th</sup>. Admissions will notify all students interviewed of a final decision no later than Friday, December 31<sup>st</sup>. If accepted, students must notify Admissions in writing no later than Friday, January 21<sup>st</sup>. Students who follow these deadlines will have the \$500 tuition deposit waived.

For general admission, students are required to complete their application no later than Tuesday, February 15<sup>th</sup>. If offered an interview, students will interview between February and March with the rest of the applicants. Admissions will notify all applicants no later than Friday, April 1<sup>st</sup> with a response required by Friday, April 15<sup>th</sup>. Please note, if you do not have a completed application in by November 16<sup>th</sup>, you will be required to submit the \$500 tuition deposit to secure your spot in the program if accepted.

Further questions can be directed to the Office of Admissions at [admissions@adler.edu](mailto:admissions@adler.edu) or by phone at 312-662-4100.

### Upcoming Events

**All are welcome to attend!**

#### Adler's Annual Student's Cocktail Party

Saturday, November 6

8:30-10:30 p.m.

District Bar - 170 W. Ontario Street

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#### Military Psychology Event

Thursday, November 11

Noon-1:30pm and 4:00-5:30pm

Community Room

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#### Alder Forensics Organization Meeting

Friday, November 12

4:30-5:30pm

Room 16-114

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#### Adler Action Days

Monday, November 15

Noon-1:30pm

Community Room

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#### Adler School Closed for

**Thanksgiving**

Thursday, November 25 and

Friday, November 26

## Vancouver Campus Student Spotlight: Iris Koker

Iris Koker is a full time Master of Arts in Counselling Psychology student at the Adler School, Vancouver campus. She worked as a research assistant in the last year of her undergraduate degree and has since focused on school full-time.



She loves learning and enjoys school. Volunteering is also something that she really enjoys doing, especially in a holistic setting like the Nanaimo Child Development Centre and has volunteered with them since 2005. The Nanaimo Child Development Centre was also where she completed her Community Service Practicum, 150 hours of community service that each Adler student at the Vancouver campus completes in order to graduate. Iris says everything that she does now, including memberships to different organizations and workshops she attends, are there to ensure she has the necessary knowledge and skills to help her reach her personal and career goals.

Iris' career goal is to work with families who have children with developmental disabilities, such as Autism Spectrum Disorder. She would love to work in a non-profit organization with a number of other professions who can be of support to the families, such as Occupational therapists, speech language pathologists etc.

Iris was the recipient of the Competent Communicator (CC) award from Toastmasters in 2007. She has received Acknowledgement Awards from the Nanaimo Child Development Centre every year from 2007 to 2010. In December of 2009, Iris coordinated a gift wrapping kiosk for the Nanaimo Child Development Centre. This resulted in 2009 being the most successful year for the Nanaimo Child Development Centre in three years.

Her biggest achievement is being enrolled in a Masters level program, with tons of volunteer work under her belt even though she is legally blind. Her support system includes her amazing parents, teachers and friends.

Her biggest disappointment is not being able to complete her Master of Arts in Counselling Psychology in two years as she had planned. She has started the coursework for her clinical practicum, but was not able to start the practicum in September 2010 like she had hoped.

The most influential people in her life include her parents, a number of teachers and professors that she had in high school and during her undergraduate year, and her current professors at Adler.

The biggest challenge faced by Iris has been moving to Vancouver and learning to get around a big, busy city as a legally blind person. Prior to moving to Vancouver last year she had always lived in small cities. "Try hard; believe in yourself; always be willing to work harder than people without a disability and you will reach your goal." is the best advice Iris has received and it came from her parents.

Her advice to others is, "If you want something try hard and don't give up, no matter what your ability."

The combination of theoretical learning and also receiving extensive practical knowledge through the clinical practicum is what Iris likes best about Adler School.

Iris explains how she promotes the mission of the Adler School in her personal and professional life:

*"The holistic view shapes how I look at people and society. It is impossible to see just a single person by themselves without their surroundings and how they fit into it. In my personal life it has changed how I see people, and in my professional life it has encouraged me to work with different occupations once I reach my career goal. I would like to see clients from different perspectives and see their different abilities and work on them from different angles. "*

***Iris' work with the Nanaimo Child Development Centre, as well as other organizations, was highlighted in the Nanaimo News Bulletin.***

[http://www.bclocalnews.com/vancouver\\_island\\_central/nanaimonewsbulletin/community/97077499.html](http://www.bclocalnews.com/vancouver_island_central/nanaimonewsbulletin/community/97077499.html)

By Jaspreet Gill, Admissions Advisor, Vancouver Campus

## Get Involved with the Vancouver ASA!

The Adler Student Association (ASA) Vancouver Student Organization is dedicated to being the voice of the student body and encouraging social responsibility and professional growth among Adler School students. Through various activities and meetings, the ASA promotes community and provides advocacy for students. If you are interested in joining the ASA either as a member or as an Executive Board Member, please email [asavancouver@adler.edu](mailto:asavancouver@adler.edu).

## Vancouver Campus Colloquium Update

The next Colloquium Series lecture will be on Thursday November 25<sup>th</sup>, 2010 from 12pm – 1:30pm at the Vancouver campus.

Details will be sent out by e-mail to all current students, faculty and staff at the Vancouver campus.

Please RSVP to: Kirsten Pool, Admissions Assistant, at [kpool@adler.edu](mailto:kpool@adler.edu)

## The Adler School Welcomes New Staff Members

We are pleased to welcome staff members to the Adler School this month.

Jessie Martinez joins the Adler Technology department as the Help Desk Specialist / AV Specialist. Jessie has supported the Adler Technology department for the better part of 2010 and has provided assistance and technical support to many members of the Adler School community. He has also provided strong support throughout the campus move project, often working long hours alongside the rest of the team to ensure a smooth transition to our new technology environment.

Jessie is currently pursuing a Bachelor of Science degree at the International Academy of Design and Technology. He also has experience in a number of technology realms, including customer service / support, desktop / Smartphone operating systems, a/v file generation and optimization, and desktop application support.

Jessie's focus will be to provide technology support and assistance as well as a/v and multimedia content generation to the Adler community members.

Tim Brown has joined the Adler School as the Accounting Coordinator. Tim brings 25 years of progressive Accounts Payable, Payroll and general accounting experience to his role here. Prior to joining the Adler School, Tim worked as Financial Administrator at R. Wright Inc. and a Consignment Inventory/Account Analyst at Ultra Stores.

Tim will now carry the critical responsibility of ensuring that the Accounts Payable and Payroll process flows smoothly.

Katherine Heidrich joins the Office of Institutional Effectiveness as the Assessment Coordinator. Many staff and faculty know Katy from her work as Executive Assistant to VP of Administration, Jo Beth Cup. In her new position, Katy will report to Don Huffman, Director of the Office of Institutional Effectiveness.

Katy will work closely with program faculty and the Academic Affairs staff in the production of the annual SLOAP report as well as the enhancement of institutional processes related to outcomes assessment.

# Congratulations Class of 2010

Adler School Chicago Campus Commencement Ceremony was held on Oct 17 at the beautiful Symphony Center.



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[www.gradtrak.com](http://www.gradtrak.com)



## **The Social Determinants of Mental Health: From Awareness to Action Institute on Social Exclusion Conference Recap**

On June 3-4, 2010, more than 230 people from the United States, Canada, the United Kingdom, Portugal, Peru, Thailand, and Bermuda attended the annual conference of the Adler Institute on Social Exclusion (ISE). Entitled “The Social Determinants of Mental Health: From Awareness to Action,” this gathering was held at The Drake Hotel in downtown Chicago. Before the conference began, an event entitled “Violence as a Social Determinant of Mental Health,” took place on June 2 and featured Carl Bell, M.D., director of Public and Community Psychiatry at the University of Illinois at Chicago, as well as a presentation by staff of the Office of Violence Prevention from the Chicago Department of Public Health.

This conference was the first in the United States to convene thinkers and practitioners from diverse backgrounds for the purpose of understanding and effectively addressing the social determinants of health. It is widely understood that social conditions impact physical health, often leading to higher than average rates of respiratory, cardiovascular, and infectious diseases, as well as cancers and diabetes. Less attention has been directed toward the ways in which social conditions impact mental health. Attendees of the groundbreaking conference came to increase their awareness and understanding of how social conditions determine mental health and well-being, and to hear about some of the innovative prevention strategies that are informed by the social determinants framework.

One of the key messages of the conference was the importance of collaboration and the establishment of ‘unlikely alliances’ among diverse sectors (e.g., housing, transportation, public health, education, economic development, and law enforcement) and professions (e.g., policy makers, academics, and service providers). Since those sectors involve decisions and actions that shape the social environment, they necessarily contribute to mental health.

The conference featured a diverse range of presenters, including keynote speaker David Satcher, M.D., Ph.D., who was the 16th Surgeon General of the United States, a director of the Centers for Disease Control and Prevention, and a member of the World Health Organization (WHO) Commission on the Social Determinants of Health. In his remarks, Dr. Satcher called for a ‘global movement’ to eliminate health disparities by addressing the social determinants of health. “We need a movement that places fair health, fair distribution of health, and better overall population health at the head and heart of governance,” said Dr. Satcher. “Is health – including mental health – about personal responsibility? Yes and no. Communities have to have places to be safely active and to buy good foods. We must focus on personal responsibility and social responsibility and integrate both.”

Dr. Satcher was followed by a distinguished panel of speakers including Gail C. Christopher, D.N., Vice President for Programs, Food, Health, and Well-Being, at the W.K. Kellogg Foundation; Aida Giachello, Ph.D., Director, Midwest Latino Health Research, Training and Policy Center at the University of Illinois at Chicago; Terry Mason, M.D., the Chief Medical Officer of the Cook County Health System (Metropolitan Chicago); and Aaron Wernham, M.D., is the Director of the Health Impact Project at The Pew Health Group, Pew Charitable Trusts. The panel was moderated by Marian McDonald, Associate Director of Health Disparities, National Center for Emerging and Zoonotic Infectious Diseases, Centers for Disease Control and Prevention. Each of the panelists spoke about the various ways in which the social environment impacts mental health and the importance of addressing those social determinants of mental health.

In addition to the keynote speakers and a panel, the conference featured more than 25 oral, art, and poster presentations. Presenters came from a variety of disciplines, including public health, psychology, psychiatry, sociology, anthropology, law, and philosophy. Public officials, foundation executives, and members of the academic and non-profit communities also participated. They addressed such topics as food security, immigration and refugee policy, employment status, economic conditions, and violence. They also discussed the social determinants of adolescent depression and suicide, as well as the determinants of the mental health of sexual, racial, and ethnic minorities. Furthermore, speakers described some of the intervention and prevention strategies available to address the ways the social environment impacts mental health.

## The Social Determinants of Mental Health: From Awareness to Action Institute on Social Exclusion Conference Recap, cont.

Speakers and attendees emphasized the importance of keeping the momentum of the conference going. In this regard, Sandro Galea, M.D., M.P.H., Dr.P.H., a noted social epidemiologist, said, “An institution, such as the Adler School, can be quite powerful in pushing awareness of and action on the social determinants of mental health, and in leading the way forward.” Dr. Galea, who is Gelman Professor and Chair of the Department of Epidemiology at the Columbia University’s Mailman School of Public Health in New York, was the conference’s plenary speaker. He went on to comment that “This group has an important role to play in nurturing practitioners who can provide effective one-on-one therapy while also advocating for and working in partnerships that can achieve real structural change.”

### What’s Next: Poised for Action

At the Adler Institute on Social Exclusion, we are building on the momentum of the conference to take “action” on the social determinants of mental health. Toward that end, in the future we will work to refine the process for conducting a Health Impact Assessment (HIA), which focuses explicitly on the mental health impacts of policy decisions and actions.

The HIA is “...a combination of procedures, methods, and tools that systematically judges the potential and sometimes unintended effects of a policy, plan, programme or project on the health of a population and the distribution of those effects within the population. HIA identifies appropriate action to manage those effects.” (The International Impact Assessment Association)

Our work will advance the practice of HIA by expanding it beyond its traditional focus on physical health to include a greater focus on mental health and by moving beyond the mere assessment of land use and the built environment to consider a broader range of proposals, such as labor, education, and public safety, which are relevant to the needs of disadvantaged communities.

For instance, a Mental Health Impact Assessment (MHIA) can be used to evaluate the positive or negative impacts of public decisions on well-being. Clearly, neighborhood environments, living conditions, public service systems, and broader socioeconomic conditions like exclusion, racism, and distribution of income and wealth influence mental health. The MHIA helps to ensure that public decisions impact social conditions in ways that promote mental well-being. MHIA will also boost community influence on policy actions that affect their lives; integrate health considerations into non-health decision-making; improve community cohesion, leadership, and capacity for coalition building and advocacy; and, highlight the inequitable impacts of policy decisions and actions.

The results of the MHIA will be used to provide evidence-based recommendations that mitigate negative mental health impacts, maximize positive health impacts, and increase health equity. We welcome your participation in these efforts. For more information, contact the Institute on Social Exclusion at [ISE@adler.edu](mailto:ISE@adler.edu).

## Grant Awarded to Adler School Program

The Adler School is pleased to announce that it has received a grant of \$6,000 from the Japanese Chamber of Commerce and Industry of Chicago (JCCC) Foundation in support of the Englewood Youth Gun Violence Prevention Program. This is the first grant we have received from the JCCC Foundation; the grant will support cultural programming for the Englewood project during Summer 2011. Special thanks to Dr. Mayumi Nakamura for identifying and developing this grant opportunity.

Each year the JCCC Foundation awards approximately \$100,000 in grants to schools and not-for-profit organizations involved in education, community development and cultural activities. The JCCC Foundation was formed by the Japanese Chamber of Commerce and Industry of Chicago in order to give back to Chicago communities in recognition of the important role of good corporate citizen.

The Englewood Youth Gun Violence Prevention Program addresses gun violence among the community’s youth through art-making, speakers, and fieldtrips. Combined, these activities stimulate self-confidence and self-efficacy in the program participants while discouraging their involvement with guns and gun-related crimes. Now, with support from the JCCC Foundation, we will enhance program activities by providing fieldtrips to cultural venues. These fieldtrips will allow youth to experience new cultural connections that portray positive role-models, images, and attitudes offering a broader view of the world and its possibilities.

The program’s successful growth over the past two years has resulted from an ongoing collaboration between the Art Therapy Department and the Institute on Social Exclusion and more recent collaboration with the Institute for Public Safety and Social Justice. The additional program enhancement achieved by the JCCC award is due to the extended collaboration with the Training Department – and, notably, the additional time and effort of Mayumi in securing these funds. It is only through working across programs at the Adler School and leveraging our combined expertise that we are able to strengthen our impact and see such positive results.

## The Adler School Observes Mental Health Awareness Week

During the week of October 3<sup>rd</sup>, the Adler School observed Mental Health Awareness Week community wide through a grassroots initiative targeted at addressing the stigma associated with mental illness. Established by congress in 1990, Mental Health Awareness Week serves as a period of national reflection on how mental illness touches all our lives. In recognition of this annual event, Dr. Catherine McNeilly's Public Policy & Social Change class organized a public display designed to illustrate the prominent role mental illness plays in the personal lives of those within our community.

With ribbons of different colors signifying various categories of mental illness, students, faculty, and staff members adorned the railings of east stairwell in an effort to raise awareness of mental health issues and to stimulate discussion regarding the role we all play in shaping the experience of mentally ill individuals. By shifting our critical lens from our clinical work to our own lives, the display encourages community members to examine the stigma of the mentally ill as a destitute, dangerous, and easily ignored segment of society and to consider ways in which we can push back against the hurt and alienation these mistaken belief creates.

As the overwhelming response provided by the Adler community demonstrates, mental illness of every kind is a part of our day-to-day experience. As a result, each of us has a responsibility to combat the stigma associated with mental illness in both our personal and professional lives in order to ensure that each individual represented by a ribbon on the Adler School staircase has their voice heard and their needs met.

By Kyle Handley, PsyD Student



## Graduate Student Award Opportunity

The Society of Clinical Psychology invites nominations for its three graduate student awards. These awards recognize distinguished contributions across the broad spectrum of the discipline, including science, practice, education, diversity, service, and their integration. The Society and the American Psychological Foundation encourage applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

Nominations must include a CV and a letter of endorsement. Self-nominations are permitted and should include at least one external endorsement. Candidates can be simultaneously considered for multiple awards, although a psychologist may receive only one Division 12 award in any given year. No voting members of the Division 12 Board of Directors will be eligible to receive awards from the Division while serving their term.

Please submit nomination materials electronically to Awards Committee Chair at [div12apa@comcast.net](mailto:div12apa@comcast.net). **The deadline is November 1<sup>st</sup>.** Inquiries should be directed to the Division 12 Central Office at 303-652-3126 or [div12apa@comcast.net](mailto:div12apa@comcast.net)

### GRADUATE STUDENT AWARDS

Recipients of the Division 12 graduate student awards must be matriculated doctoral students in clinical psychology (including predoctoral interns) who are student affiliates of Division 12. Nominations should include a copy of nominee's curriculum vitae and one letter of support detailing the nominee's service contributions to the profession and community. Recipients of the awards receive a plaque, a \$200 honorarium contributed jointly by Division 12 and the *Journal of Clinical Psychology*, and a complementary two-year subscription to *JCLP*. The Division 12 Education & Training Committee will determine the award recipients.

#### **Distinguished Student Research Award in Clinical Psychology**

Honors a graduate student in clinical psychology who has made exemplary theoretical or empirical contributions to research in clinical psychology. Clinical research contributions can include quantity, quality, contribution to diversity, and/or innovations in research.

#### **Distinguished Student Practice Award in Clinical Psychology**

Honors a graduate student in clinical psychology who has made outstanding clinical practice contributions to the profession. Clinical practice contributions can include breadth and/or depth of practice activities, innovations in service delivery, contribution to diversity, and/or other meritorious contributions.

#### **Distinguished Student Service Award in Clinical Psychology**

Honors a graduate student in clinical psychology who has made outstanding service contributions to the profession and community. Service contribution can include development of creative educational programs or other novel activities in the advancement of service, contributions to diversity, working to increase funding for agencies, volunteer time, working on legislation regarding mental health, general mental health advocacy; as initiating outreach to underserved communities or substantive involvement in efforts to do such outreach.



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