



Tim King Chosen as Chicago Commencement Keynote Speaker

The Adler School is pleased to announce that Tim King will be our keynote speaker for 2010 commencement ceremony in Chicago, IL. Mr. King will receive an honorary doctoral degree from the Adler School for his work to promote social justice and social change.

Tim King is the founder and CEO of Urban Prep Academies. Urban Prep is a nonprofit organization operating Chicago's first and only public charter school for boys: Urban Prep Charter Academy for Young Men. The mission of the school is to provide a high quality comprehensive education that prepares young men for success in college. This year, Urban Prep has received considerable national attention because all 107 seniors of the school's first graduating class were accepted into 4-year colleges and universities. See <http://www.urbanprep.org/uptv/> for a sample of media coverage.



Before launching Urban Prep, Tim was CEO of The Philanthropy Group. Prior to that, Tim was President and CEO of Hales Franciscan High School, an independent Catholic school serving African-American boys on Chicago's South Side. During his tenure, Tim was successful in increasing the school's enrollment by 35 percent, fundraising more than 6 million dollars and reaching a 100 percent college acceptance rate for all of the school's graduates.

As a fourth generation Chicagoan, Tim has continued his family's longstanding commitment to civic involvement in the city. He has been a member of several organizations including 21st Century Urban Schools, the Chicago Public Education Fund, the Economic Club of Chicago, Leadership Greater Chicago, the Field Museum of Natural History, the Chicago Legal Aid Clinic and the Donors Forum of Chicago, among others. Tim is also an instructor at Northwestern University, teaching philanthropy and urban education. An avid writer and public speaker, Tim is a contributor to the Chicago Tribune and has lectured to many groups. Tim earned a bachelor's degree in international affairs and a Juris Doctorate degree from Georgetown University. He completed additional studies at the European University Institute in Florence and at the University of Kenya in Nairobi.

This year's Chicago Campus Commencement Ceremony will occur on Sunday, October 17 at the Chicago Symphony Center.

Chicago Campus Student Spotlight: Zer Alon

This month, we feature Zer Alon, who completed his predoctoral internship at the APA-accredited internship at Didi Hersch Community Mental Health in Los Angeles, California. Zer is currently a postdoctoral fellow at Harbor-UCLA Medical Center. The position receives hundreds of applications each year for its ten slots and Zer was chosen to fill one of them. He will be training in the correctional/forensic/psychosocial rehab track. Scholars who complete this postdoctoral internship have subsequently secured leadership roles in academic, clinical, and public policy contexts across the country. Please join the Adler School in congratulating Zer on his accomplishment! We asked Zer to tell us a bit more about himself, his influences, and advice he would give to other students.



Why I Do What I Do: This career, along with the people I work with, help to give my life purpose and meaning.

Biggest Achievement: Earning a Doctorate in Psychology!

Influential People: My late mentor, Dr. Avi Raphaeli, who introduced me to this field and suggested that I apply to the Adler School of Professional Psychology. He gave so much of himself just to help me out. I will never forget what he did for me and I hope to carry on his tradition of mentorship. I learned that the actions we take can have a profound impact on the lives of others.

Best Advice Received: Believe in yourself. Work hard. Remain open to learning. Reflect on the fact that you have chosen a career that helps people in a truly remarkable way.

Advice I Would Give: You may consider having most of your dissertation completed before going on internship. Internship year can be demanding and stressful, therefore, getting as much of the dissertation finished before beginning internship will make it a more enjoyable experience.

Application due dates for post-doctoral fellowships come up quickly during internship year. Consider giving yourself plenty of time to work on assembling your applications, writing your essays and asking for letters of recommendations.

One thing that really helped me during internship was maintaining good relationships with fellow interns. We supported each other during the year, which I found to be beneficial. Try to engage in some form of self-care so that you are able to maintain balance.

Try to get as much diverse training experiences as you can. I found that knowledge and experience providing evidence-based treatments gave me a competitive edge when applying for postdoctoral positions.

Maintain good relationships with everyone you work with because you never know where your next job opportunity will come from!

Vancouver Campus Faculty Spotlight: Debbie Clelland, M.A., R.C.C

This month, we are highlighting Core Faculty member, Debbie Clelland, who teaches at the Vancouver Adler School campus. Debbie is also a member of the BC Association of Clinical Counsellors (BCACC), Association for Psychological Type (professional users of Myers-Briggs Type Indicator).

Why I Do What I Do: I love to teach counseling students. This allows me to practice one of my life philosophies: Live, learn and pass it on.

Career Goals: To develop my abilities as a professor, help students with their research, and share the research I have completed about parenting gifted children.

Accomplishments: Getting great feedback from students about my teaching, successfully navigating the waters of being in a couple relationship and parenting two teens while completing my PhD. My biggest achievement would be recently completing my PhD ahead of the rest of my cohort.

Best Advice Received: When you find that you can't possibly meet your expectations, lower your standards (sometimes perfectionism does us in).

Advice I Would Give: Find your passion and work from there. It helps with your studies, your thesis, and your work. You will do your best work, and others will be keen to work with you.

What I Like Best About the Adler School: The responsiveness to the students and to the needs in the community.

Biggest Accomplishment while at the Adler School: Developing a Research Ethics Board application process which is more clear and student-friendly.

Vancouver Campus Colloquium Update

"A Deliberate Balance: Relational Ethics as a Tool for Healing and Healthy Boundaries"
Darien Thira, PhD.

Thursday, October 28 from Noon - 1:30pm at the Vancouver campus

Darien Thira, PhD. serves as a community development/mental health consultant for many Aboriginal communities across Canada and offers training workshops and clinical consultation related to a variety of communications, trauma, and crisis-related fields. His doctoral dissertation related to Aboriginal suicide resilience and social activism and he is involved in further resilience research at the University of British Columbia. He is an instructor at the Adler School of Professional Psychology.

Please RSVP to: Kirsten Pool, Admissions Assistant, at kpool@adler.edu.

Get Involved with the Vancouver Adler Student Association (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.

Dialogue: Risks and Rewards

Why is it so hard for people to talk?"

- Tennessee Williams in Cat on a Hot Tin Roof

Despite the promise of it in therapy, education and political activism, authentic dialogue appears to be rare indeed. John Stuart Mill, whose essays on freedom of opinion in good governments formed a rationale for dialogue in talk therapy, recognized the risks of dialogue in participatory democracies. You may be asking for trouble if you allow an authentic expression of opinion.

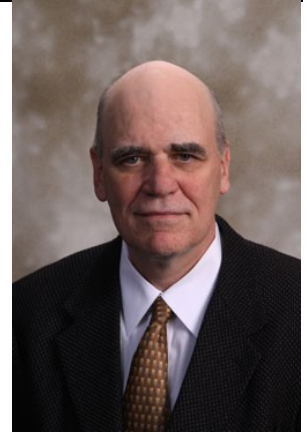
One risk inherent in dialogue comes from the reality of power differentials that exist in any group. The result is that authentic speech may make one quite vulnerable. For those holding power, on the one hand – be they teacher, therapist, administrator or community organizer – dialogue, as opposed to lecture, means giving up significant control: the leader leaves the safety of what is known for the danger of not knowing where the conversation may lead. For those at a power disadvantage, on the other hand, remaining anonymous or sharply screening what one says often feels safer than participating honestly. Speaking out may lead to being labeled a trouble maker or as strident by those holding opposing points of view, especially by power holders reluctant to share power.

Inevitably, someone will disagree if one speaks, and those that disagree, whether teachers, administrators, fellow students or colleagues may exert influence to directly or indirectly, consciously or unconsciously, suppress free speech. Moreover, the promise of a genuine exchange in groups may lead to irrational processes, unreasonable gridlock or “mob” rule. Dialogue within a democracy creates the risk of other types of exploitation in the absence of respect for minority views or what Mill calls the virtue of civility in public discourse.

About 10 years ago, based on the educational pedagogy of John Dewey, Basil O’Leary, Paulo Friere and others, I risked promoting extensive dialogue in my classes and changed my teaching style from being primarily a lecturer to primarily a discussion leader. Whereas before I often prepared lectures on what I knew and answering questions as best I could, I became more likely to ask interpretive questions whose precise answers I do not know and to listen to students as co-learners. The results were miraculous for me. I was amazed at how bright students often were and that I could learn from them as well as they from me. For years I had too often ignored the best teaching resource right before me: thinking human beings. With dialogue, classes became much more exhilarating for me. I was quite curious as to how students would respond to readings, therapy issues and social justice questions that did not have absolute “right” answers.

Once I discovered the possibilities of extensive dialogue, there was no going back. The ceiling on creativity was removed. Carefully prepared lectures enclosing pre-packaged knowledge centered in one person gave way to the possibility of free-wheeling discussions disclosing new views and engaging all. Most importantly, diversity was better permitted and minority opinions better tolerated, as students were invited to be participants rather than spectators (anonymous nobodies who hid their critical thinking views). As the highest level of scholarship involves paradox – a variety of interpretations could be entertained without an ideological tyranny of one “right” answer invalidating opposing opinions.

However problems with dialogue became evident as well. It proved difficult to discuss some controversial articles espousing provocative views. Discussions also could become redundant or “boring” without good leadership, careful preparation or the will to participate authentically. Sometimes, a very few students could not tolerate the diversity of interactions, and group discussions suffered as some members did not feel safe due to disrespectful comments or ad hominem arguments by a few members. As dialogue relates directly to the development of speaking, listening and other interpersonal skills crucial to becoming therapists, those few unable to participate in my classes usually were found to be clinically unsuitable in a training context and left the school. Consequently, rules of dialogue had to be specified and enforced to ensure a respectful, accepting environment for diverse views.



Dialogue: Risks and Rewards, cont.

Responsibility (or virtue as John Stewart Mill might suggest) by all parties is required for safe, civil discourse to occur. Those holding opposing views from those in greater authority are obligated to express disagreement respectfully, agreeably and in ways that eschew personal disparagement. That requires considerable political, social and clinical skills.

Responsibility also requires participants in dialogue to do the work of preparation and to be able to defend their views publicly with evidence and logic. It is easier to avoid such effort and to be a passive receiver of information than a proactive participant who must think critically in defending an interpretation. Consequently, dialogue is more likely to put the responsibility for one's education where it rightly belongs – on the learners themselves. Similarly, as a teacher I found it easier to prepare for lectures than discussions. Rather than simply repeating monologues, I had to be ready to manage diverse interpretations and to create an environment where all took responsibility and all felt safe to speak.

Ultimately, students must both reject some aspects of the teacher/mentor and also incorporate freely other aspects of the teacher/mentor in order to finally transcend him or her and achieve their own identity. A strong, independent self develops as students sift through teachers, readings and experiences to decide which beliefs and feelings they want to incorporate to create the kind of therapist or scholar they finally choose to be. The process is helped along by dialogue in which participants are more likely to make their own discoveries and so think and act more independently.

The goal of dialogue is to transform participants to transcend the limits of self and other, that is, to strengthen individuals for strong, independent critical thinking that maximizes subsequent learning and development. For example, the goal of therapy as a form of dialogue is a stronger patient/client who does not depend on the therapist. Similarly, community activism is a form of dialogue in which a community plans and achieves its own social justice goals possibly with outside consultation based on conversation rather than outside forces dictating what is best for them.

The crux of good dialogue involves those in greater authority allowing those with lesser power to express a different, credible interpretation from themselves, responsibly and with supporting evidence - which is not an easy feat for anyone holding greater power to achieve. But the benefits are palpably powerful. Paradoxically, the more someone has the freedom to, in part, reject our message, the more one is likely to ultimately accept it. It is an incorporated, freely chosen interpretation based on critical thinking rather than a transient, coerced interpretation based on fiat. Or, to paraphrase a Supreme Court Justice, the answer to speech that you do not want to hear is more speech, not suppressed speech. Ironically, the more control I give students in my classroom to express views different from my own, the more in control I feel in achieving my educational goals. Indeed, letting ourselves discover the benefits of dialogue may make it easier for people to talk.

Submitted by Dr. Jerry F. Westermeyer, Core Faculty Member

Lunch with the Leadership Team

We invite all students to join the Adler School Leadership Team for lunch, round table discussion, and the opportunity to ask questions. Members of the Leadership Team include:

Dr. Martha Casazza – Vice President of Academic Affairs

Mr. Anthony Chimera – Vice President of Development

Ms. Jo Beth Cup – Vice President of Administration

Mr. Jeffrey Green – Vice President of Finance & IT

Dr. Wendy Paszkiewicz – Associate Vice President of Academic Affairs

Dr. Lynn Todman – Director, Institute on Social Exclusion

Lunch with the Leadership Team will take place on **Thursday, October 7 from 12:15 to 1:00 pm in Community Hall A & B (15th Floor)**. **Lunch will be provided.** All students are invited to participate. Please RSVP at studentservices@adler.edu. Thank you!

Introducing...The Office of Information Technology

The Adler School Technology department is responsible for maintaining the campus technology, communications, technical support, and online learning resources of the school at both its Chicago, IL and Vancouver, Canada sites. With the incorporation of the new campus facility in Chicago, the technology infrastructure provides an effective and scalable operations environment for the school:

- Comprehensive computer network that supports school operations, student information management, electronic mail systems, printing services, and administrative information management services for both the Chicago and Vancouver campuses over a high-speed communications network
- Integrated telecommunications systems that incorporate voice-over-IP technology that streamline communications systems and data network systems management and results in reduced administrative overhead
- Campus wireless network systems that provide secure, high-speed wireless connectivity support to our staff, faculty, and students
- Classroom/event scheduling system that provides centralized management over class scheduling, classroom utilization and over school-related information electronically both to electronic schedule board as well as individual room display units
- Advanced classroom technology that features flexible delivery of multimedia course content in 24 classrooms across the Chicago campus. The majority of these classrooms feature new Smartboard® technology that allows for a more collaborative and interactive experience between faculty and students
- Support of the school's online learning management system that provides an electronic, web-accessible learning and information management platform for the school's blended and online courses. This system, based on the Moodle® learning management platform, facilitates faculty and staff electronic interaction and collaboration needs

The Adler School Technology Department is staffed by a team of talented and enthusiastic members who are eager to meet the technology support needs of the school:

Paul Collins, Associate Vice-President of Technology. Paul, a newcomer to the Adler community, oversees the department's operational management and support initiatives. He also works in close coordination with the Adler School leadership team to build and implement the strategic role that technology resources will increasingly play supporting the school's goals of excellence in operations as well as impact and support of its student experience. Paul received his M.B.A. from the University of Phoenix and has over 20 years of technology management experience.

Dino Nuhija, Helpdesk Supervisor. Dino has been a longstanding member of the Adler community, having been with the school for over five years. Dino manages the School's helpdesk operations that provide technology support to the school faculty, staff, and students across both campuses. He also provides extensive systems and security management support for the school's technology infrastructure. Dino holds a number of technology certification, including Network+, MCSA, and A+ certifications and is pursuing specialization in computer security systems management.

Adebayo Ogunsanya, Systems Support Specialist. Adebayo (Ade) has been part of the Adler community for over 18 months and provides a wide range of systems, operational, and helpdesk support services to the Adler staff, faculty, and students. Ade's support efforts encompass the full range of the Adler School's technology infrastructure as well as additional technology support for its students (multimedia production assistance, laptop maintenance, etc.). Ade holds various technology certifications, including A+ and Microsoft Application Support Specialist certifications. Ade is also working toward certification in the Enterprise Systems Administration arena.

Meghan Rivard, Systems Analyst. Meghan has been a part of the Adler community for over three years and focuses primarily on the administration, support, and operational performance of the school's ERP system as well as ancillary technology platforms including WebAdvisor and Moodle (LMS) systems. Meghan supports the administrative functionality of the Admissions Office, the Registrar, the Student Accounts Office, the Financial Aid Office, and the Office of the Controller and Academic Affairs. Meghan specializes in the development of quality solutions for business needs and opportunities by improving the functionality and use of existing information management systems. Meghan is currently working on her Master of Science in Information Systems.

Early Recollections, Culture, and Beyond

Many clinicians understand the vast benefits of using early recollections (ERs) and employ their use. Kelley McKeever is a third year Psy.D. student at the Adler School. She has obtained a Masters in Counseling and a Masters in Kinesiology. Kelly is an example of someone who has taken on early recollections with passion and enthusiasm.

Ms. McKeever's experience with early recollections began her first year at the Adler School of Professional Psychology. She was mesmerized by the excitement and zeal of early recollections. What struck Ms. McKeever the most was how similar ERs were to the tradition of story telling in her African American culture. This sparked an interest in her and she began a long journey of individual research and reflection on her own family.

As Ms. McKeever continued her research, she discovered how transcendent different Adlerian concepts were within her own family. She noticed that private logic, although transcendent, had generational differences. In order to deepen her understanding of these findings, she began to film her great-grandmother and her grandmother (both paternal) as they spoke about their childhood and gave early recollections. She noticed that, "Who I am had a lot to do with who they are, and how they saw the world, and how they raised my father...I saw common threads, or at least affects, of each person and how it got to me and who I am so to speak." She felt that even though there were some generational differences in private logic, the social-emotional component transcended with limited variation.

Ms. McKeever began to apply what she had discovered to her African-American culture and she realized that there is often a split between the old generation and the new generation. She felt that this split is in part due to a lack of communication and a generation based misunderstanding. She reflected on her knowledge of early recollections and her understanding of the African tradition of story telling. She truly believed that if children assisted in the gathering of early recollections with their elders, they would have a better understanding of their parents and grandparents, and this would foster a more communal family environment. Ms. McKeever feels that by bringing families together, the quality and value of the family environment might increase, and a variety of issues prevalent to the African-American community, for example violence, can be addressed. She labeled this approach *The Use of Early Recollections as a Multigenerational Tool*.

She wanted to share this tool with the community, and she was granted that opportunity to do so at the Association of Black Psychologist 42nd Annual International Convention. The association was so impressed with her innovation that she was granted an hour and a half to discuss it with a full auditorium of interested listeners. Although the concept of oral story telling was not new to the African-American community, it was a new way of thinking about it as therapy. Ms. McKeever presented a case study of her own family and highlighted emerging themes of teleology, phenomenology, gender guiding lines, family values and atmosphere, and lifestyle convictions. She demonstrated the transcendence of these themes and the audience was eager to learn more. Many encouraged her to continue her research and to continue advocating for the therapeutic use of early recollections in the African-American community.

Kelley McKeever plans to continue her research and is considering publishing her innovative method. She encourages not only professionals, but also laypeople, to use this tool as an intervention to narrow the generational gap that is becoming increasingly prevalent.

Submitted by Korey Watkins, PsyD Student

Student Lunch with the President

We invite all students to join Dr. Ray Crossman, President of the Adler School for lunch and a round table discussion. The lunch will take place on **Wednesday, October 20 from 12:15 p.m. – 1 p.m. in the Board Room (16th Floor)**. Lunch will be provided. All students are invited to participate but space is limited. Please RSVP at studentservices@adler.edu. Thank you!

The Adler School Welcomes New Staff and Faculty

We are pleased to welcome a number of new staff and faculty to the Adler School this month.

Joe Hannah has joined the Adler School in the position of Facilities Coordinator. Joe has over 25 years of experience in Facilities support services including 19 years with Pitney Bowes. Most recently Joe was the Office Clerk at Weber Shandwick. His expertise and excellent customer service led him to win the "Behind-the-Scenes Sensation" Employee of the Year award!

As Facilities Coordinator, Joe will provide facilities support to the entire school including general maintenance, campus appearance, classroom and event set-up, stocking pantries/copy/supply areas, mail services and receiving, and security back-up.

Zoab Mirza joins the Adler School community as our new Director of Online Learning and Educational Technology. Zoab comes to us from the School for New Learning at DePaul University where he has been for 8 years as a Distance Technology Specialist. His experience and expertise includes training faculty in various learning management systems, development of orientation programs related to education and teaching technologies, designing new technology courseware and leading technology projects from beginning to end. He holds degrees in both instructional technology and adult education which provides him with a unique understanding of how education and technology must intersect for instruction to be effective.

In addition to his professional experience, Zoab has dedicated many hours to work in the community with schools and not-for-profit organizations. He is very interested in our mission of socially responsible practice and has been actively engaged in giving back to the community.

The Office of Financial Aid is proud to announce the promotion of Allison Urbanczyk to Assistant Director of Financial Aid. Ali has been working for the Adler School since April 2007. At that time, she served as the Executive Assistant to the Vice President of Administration. She accepted a position as Financial Aid Counselor in January 2009 and has recently completed a Masters in Business Administration.

Since she joined the Financial Aid team, she has made several improvements to our processes, including increased utilization of our technological tools through Datatel. She played a key role in the transition to Direct Lending this summer, and she has taken over management of the Federal Work Study Program. Her hard work has led to many improvements in customer service.

Hope Popa has been promoted from Facilities Manager to Facilities Director at the Adler School. Since she started in October of last year, Hope has made a exceptional contribution to the success of our new campus. Hope participated on the new campus project team which organized all of the design and construction activities. She managed our relocation and worked very hard to ensure the move was as seamless as possible. Hope strives to provide outstanding customer service for all of our employees and students.

Dr. Bill Epperly joins the Adler School as the first Director of the Center for Learning and Teaching (CLT). Bill's formal education is in the field of Biology, and he has spent over 20 years in higher education. He is passionate about working with faculty and students to provide support that advances both teaching and learning. Most recently, Bill has been the Director for Academic Excellence, which he founded, at the Chicago School.

Bill is looking forward to launching the new CLT at the Adler School. He will work closely with Cathleen Bridgeman, Academic Writing Coordinator, who started our writing program with great success this past year.

The Adler School Welcomes New Staff and Faculty, cont.

Shelly Brice has been promoted to Director of Admissions and Michelle Tiwade has been promoted to Associate Director of Admissions on the Chicago campus. Both Shelly and Michelle have been key members of the Office of Admissions for over five years.

Jo Wagner has been promoted to Admissions Counselor. Jo has spent the last year as the Admissions Coordinator and with her meticulous attention to detail, we have been able to refine many of our daily paperwork processes. Megan Odum will be transitioning to an Admissions Counselor position and continuing her work with the MAP program. Megan has spent the last five years as the Admissions Recruiter for the Adler School.

Aubrey Skibicki has joined the Adler School as the new Admissions Coordinator. She has five years of admissions and higher education experience. Cindy Stong has also joined the Admissions Office as an International Admissions Counselor. She has worked in higher education for over 10 years with experience in international admissions, financial aid, and student accounts.

Fall 2011 - 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 at 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 16th**. If approved for an interview, students will be asked to interview on Wednesday, December 15th. Admissions will notify all students interviewed of a final decision no later than Friday, December 31st. If accepted, students must notify Admissions in writing no later than Friday, January 21st. 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 15th**. 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 1st with a response required by Friday, April 15th. **Please note, if you do not have a completed application in by November 16th, 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 or by phone at 312-662-4100.

Get Involved with a Student Organization!

Adler Black Students Association (ABSA)

Student Representative: Krystal Robinson krobinson@my.adler.edu

Adler Clinical Hypnosis Association

Student Representative: Scott Hoye..... shoye@my.adler.edu

Adler Counseling Student Organization

Student Representative: Anastasha DeLeon..... adeleon@my.adler.edu

Adler Ethnic Minority Student Association (AEMSA)

Advisor: Dr. Nataka Moore nmoore@adler.edu

Adler Forensics Organization

Student Representative: Ashlee Bork..... abork@my.adler.edu

Adler Pride: GBLTQ & Allies

Student Representative: Jessica Punzo jpunzo@my.adler.edu

Adler School Art Therapy Student Association (ASATSA)

Student Representative: Hillary Delhagen hdelhagen@my.adler.edu

Adler School Hybrid Student Association (ASHSA)

Student Representative: Pascale Piron ppiron@my.adler.edu

Adler Student Government (ASG)

Student Representative: Debbie Serber dserber@my.adler.edu

Asians for the Promotion of Mental Health

Student Representative: Mandeep Mudhar mmudhar@my.adler.edu

Association of Neuropsychology Students in Training (ANST)

Student Representative: Rachel Mintz..... rmintz@my.adler.edu

Feminism and Equality Alliance (FEA)

Student Representatives: Katrina Sanford..... ksanford@my.adler.edu

Lindsay Johnson ljohnson@my.adler.edu

Institute on Social Exclusion – Student Chapter

Student Representative: Jared Berger..... jberger@adler.edu

Get Involved with a Student Organization!

International Students Association (ISA)

Student Representative: Jared Berger jberger@my.adler.edu

Jewish Students Association (JSA)

Student Representative: Tom Kaufman..... tkaufman@my.adler.edu

Latino/a Student Association

Student Representative: Juvenal George, Jr. jgeorge@my.adler.edu

Marriage and Family Student Organization (MAFSO)

Student Representative: Jennifer Ernst jernst@my.adler.edu

Military Psychology Group

Student Representative: Michael Brennan mbrennan@my.adler.edu

North American Society of Adlerian Psychology (NASAP) Student Chapter

Student Representative: Sarah Hudson shudson@my.adler.edu

Organization for Integrative Mental Health

Student Representative: Andrew Schnell aschnell@my.adler.edu

Psi Chi (National Psychology Honors Society)

Student Representatives: Monica Hartnett psichi@adler.edu

Vicka Vanderspek psichi@adler.edu

The Society of Organizational Psychology (SOP)

Student Representative: Brian Nobel bnobel@my.adler.edu

South Asian Student Association (SASA)

Student Representative: Kinnari Birla..... kbirla@my.adler.edu

Student Safety Coalition

Student Representatives: Jason Soriano jsoriano@my.adler.edu

Aaron Ceresnie aceresnie@my.adler.edu

Traumatic Stress Psychology Student Association

Student Representative: Michelle Morrone..... mmorrone@my.adler.edu

Adler Black Student Association Assists Haitian Citizens

The Adler Black Student Association (ABSA) partnered with the Haitian Congress to Fortify Haiti in an effort to provide goods to those who were impacted by the deadly earthquake that struck Haiti in January 12, 2010.

For two months, ABSA hosted a charity drive on the Adler campus, asking for non-perishable food items, first aid and sanitary items, as well as blankets, tents and cots that were sent to the Haitian Congress' in Evanston, IL.

As part of the on-going community service project, the student group hosted a community discussion at the Adler School with two psychologists. Dr. Larry Turner (who had recently returned from aiding in the relief effort in Haiti) and Dr. Cynthia Langtiw (who is Haitian) stressed the importance of finding ways to help the relief effort that fit into one's schedule and lifestyle. Dr. Turner provided a photo slideshow of his time spent in Haiti, while Dr. Langtiw brought a delicious Haitian dish made of rice and black beans.



During their presentation, the rich history of Haiti was discussed as well as the strong artistic roots of the country. Dr. Langtiw discussed her proposal for a program for children of Haitian descent in the U.S. and in Haiti. The psychological implications of natural disasters on adults and children, and what future psychologists should be aware of when working with people who may be experiencing trauma as a result of a natural disaster were also discussed.

The Executive Director of the Haitian Congress to Fortify Haiti, Ms. Lauture, was invited to attend and shared her insight on the needs of the survivors as well. This was a great discussion for all who attended.

As the academic year closed, ABSA decided to make a monetary donation to the non-profit organization. The organization was surprised and greatly appreciative of both donations. ABSA looks forward to getting involved in other service projects in the future.

Submitted by:

Krystal Robinson, PsyD Student

Dr. Christina Jackson-Bailey, ABSA Faculty Advisor



THE ADLER INSTITUTE ON SOCIAL EXCLUSION PRESENTS:

Crisis in Haiti: Recovery Response and Outlook

Wednesday, October 13, 2010 from 4:00 to 6:00 PM

The Adler School-Chicago
Community Hall, Room 15-123

RSVP: ise@adler.edu

Sean Casey is the Director of International Programs at Heartland Alliance for Human Needs & Human Rights, overseeing programs in Africa, Asia and the Caribbean, as well as global lesbian/gay/bisexual/transgender (LGBT) rights and protections programs.

Following the January 12th earthquake that struck Port-au-Prince Haiti, killing over 200,000 and leaving more than one million displaced, Heartland Alliance dispatched an emergency response team (led by Casey) to Haiti to evaluate medical, psychosocial and protection needs.

Casey will discuss Heartland Alliance's immediate response to the earthquake, provide insights on accomplishments and failures in the first nine months of the recovery, and discuss the medium and long-term outlook for Haiti with a focus on psychosocial and protection concerns.

For more information about this event, contact us at ise@adler.edu.

Community Service Practicum & Frequently Asked Questions

What is the Community Service Practicum (CSP)?

A distinctive feature of the Adler School, is the Community Service Practicum (CSP), which is a requirement for all first-year students at the School. The CSP is unique non-clinical experience, meant to expose future practitioners to concepts of social justice and social change, and to instill in them the ethos and the skill set necessary to engage in socially responsible practice. The CSP offers a broad range of community-based experiences through which students learn first-hand about issues that affect various communities.

Students spend 6 months on this practicum. This placement takes place from January through June OR from July through December each year. The number of hours students spend on-site varies by site and project needs, but a minimum of 8 to 10 hours each week for approximately 22 weeks (190 to 200 hours) is required for the student to fulfill this requirement.

What are the goals of CSP?

In addition to the overarching goal of training socially responsible practitioners, the CSP has a number of outcome objectives. These objectives are focused on students learning about:

- The necessity for and effectiveness of community-based interventions
- The impact of institutions (healthcare, schools, prisons) and social injustices (i.e. poverty, racism, abuse) on human well-being
- Mental health professionals' role and responsibility toward initiating systemic changes and addressing injustices
- Specific ways to advocate at the local, state and federal level in order to create social change
- How to function within a multidisciplinary organization and work as a team to effect change

What kinds of experiences will fulfill the requirements of this practicum?

We would like your input on what your organization's needs are, and how our students can help fulfill those needs while staying consistent with the training goals of the practicum. Examples of previous projects include:

- Conducting focus groups and interviews with clients and stakeholders to assess organizational climate, the needs and available resources in the agency and community
- Developing and organizing a community coalition to address issues that affect the community
- Creating and delivering educational programs, such as life skills training, parent training, and health coaching
- Providing necessary support to lobby for law changes through mediums such as petitions, fundraising, and networking with local/state politicians and policy makers

This is a **non-clinical practicum**, therefore, students should not be engaging in direct therapeutic services. Also, the CSP is designed to differ from volunteer work or clerical support in that students should acquire experiences designed to promote their learning based on a project that is mutually agreed upon by the site supervisor and student.

What is the commitment required of the supervisor and the site?

Partner agencies are expected to provide the students with the necessary tools to complete the agreed upon project, including: orientation to the agency and its mission (if appropriate), workspace and a computer, and access to staff who are knowledgeable and informed about the CSP project.

Time allotted to supervision may vary depending on the demands of the assigned project, though a general rule of thumb is one hour of supervision for every 10 hours worked. Supervisors are responsible for completing and submitting two evaluations: one at mid-point and the other at the end of the CSP. In addition, supervisors must initial student hour logs and also submit these at mid-point and at the end of the CSP.

Please contact Cecil Thomas, Associate Director of Community Engagement at cthomas@adler.edu or Nancy J. Bothne, Director of Community Engagement at nbothne@adler.edu with any questions.

Upcoming Events: All Are Welcome to Attend!

“LinkedIn: Your Networking and Career Management Tool”

Monday, October 4

4:30-5:30pm, Room 16-101

Adler Counseling Student Association Guest Speaker
Workshop

Wednesday, October 6

4:00-5:30pm, Room 16-100

Feminism and Equality Alliance Meeting

Wednesday, October 6

5:00-6:00pm

Latino Student Association Potluck

Thursday, October 21

12:30-1:30pm, Alfred’s Café

Adler Forensics Organization - Blood Drive

Thursday, October 21

1:00-5:00pm, Community Room A&B

Adler Student Government Office Hours

Thursday, October 28

Noon-1:00pm, Room 15-104

Concerned about Mental Health Services in Illinois?

Join the **Mental Health Rally**

Wednesday, October 6

Thompson Center Plaza—100 W. Randolph

Noon - 1:00pm

Take time to urge legislators to invest in mental health services!

Co– Sponsored by The Mental Health Summit, NAMI of Greater Chicago, and the Mental Health America of Illinois

For more information, contact Dr. Jo Troiani at troia@adler.edu

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